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# DEAF

American

Mississippi's Entry Crowned . . .

**MISS DEAF AMERICA 1974-1976**  
**MARY ALICE PEARCE**

THE NATIONAL MAGAZINE FOR ALL THE DEAF

**July-August  
1974**

75¢ Per Copy



# The Editor's Page

## More Stations Showing Captioned News

Following an experimental period during which selected local television stations aired the Captioned ABC Evening News, more outlets are joining the Public Broadcasting Service network. We regret that the PBS has not seen fit to send us a listing of these additional stations, so it is up to the deaf to check in their particular areas as to the availability of the program.

The captioned broadcasts, originating from WBBH-Boston, use the sound and picture of the regular ABC Evening News. By special arrangement with American Broadcasting Company, WBGH tapes the News at 6:00 each evening. Caption writers in Boston produce captions in time for the full broadcast each night. The PBS makes the News **available to all** member stations, for showing at 10 p.m. or later, depending on local programming.

## Revenue Sharing Needs Investigating

Organizations of and for the deaf, as well as individuals, should keep abreast of developments regarding revenue sharing at the state and local levels. The Federal government channels funds back according to a complex mathematical formula. Then the state and local governments have a great deal of leeway in deciding how the money will be spent.

Some of the revenue sharing money is earmarked for educational purposes and for services to the handicapped and is intended to replace some of the programs formerly provided by Federal agencies.

Information the deaf need on revenue sharing isn't likely to come directly and in clear-cut form. A lot of investigating will have to be done.

## Consumer Involvement

In the NAD Section of this issue is a letter from James S. Dwight, Jr., Administrator, Social and Rehabilitation Service, and a statement by himself and Dr. Andrew S. Adams, Commissioner, Rehabilitation

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Services Administration. Three key statements:

1. "Another provision of the new Act (Rehabilitation Act of 1973) is to involve consumers increasingly in the total process of rehabilitation, a process from which they have been excluded too long."

2. "The new regulations also require that State VR agencies develop affirmative action hiring policies for handicapped persons to set an example for the rest of the State."

3. "Another part of our effort is directed toward developing a strong program for employment of handicapped persons throughout all parts of the Federal Government."

We hope our readers will take time to read the full statement and keep it at hand ready for action. Again, the deaf—and agencies serving them—cannot sit back and wait for the desired results.

## Not Getting Your DA? Let Us Know

The Editor and the NAD Home Office **hope** that subscribers got their June issues of **THE DEAF AMERICAN** after efforts were made to get the computer program (which produces mailing label) corrected. It is quite possible, however, that we still have "bugs" which need attention.

Again, write to the NAD Home Office if you still don't get your DA when others get it. We'll send you your missing copy and will try to track down the problem.

## Advertising

New DA advertising rates effective September 1, 1974, were announced in our June issue and appear again this issue. Advertising orders should be sent to the NAD Home Office or to the Editor.

## Proceedings in Next Issue

Proceedings of the 32nd Biennial Convention of the National Association of the Deaf will appear in the September issue of **THE DEAF AMERICAN**, we are glad to announce. Due to the length of the proceedings, our next issue should be one of the largest ever.

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# Effective Social Services To Deaf Citizens\*

STEVEN K. CHOUGH, Coordinator, Clinical Services for the Deaf,

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Human services for deaf people expanded rapidly during the 1960's. The quantity of such services has increased, but has the quality of services correspondingly improved? Many deaf individuals in need of help, particularly the most disadvantaged, were not served at all, and others who were offered services were not helped adequately. No one asks whether the service recipient was actually helped, since it was assumed that what was offered as charity was received as such, and that good motives automatically assured effectiveness. Questions such as this must be asked, however, since very little effort has been devoted to finding out what is wrong in the service system for deaf citizens.

Agencies and institutions have been and are making vigorous efforts to provide efficient social services and it is **not** the intent of this paper to generalize that all organizations for deaf children and adults are ineffective or unresponsive to their difficulties or needs. Achieving effective delivery of services is the sole concern of this article. The goals of this paper are, first, to examine some definitions of social services; second, to identify problems in delivery of services; and finally to explore some possible solutions to these problems.

The general public tends to conceive of social services as a form of public relief (welfare). This opinion suggests that a person receiving social services is a failure and must be labeled as one. There is, however, growing professional recognition that society has a responsibility to assist those persons who cannot cope with certain problems. In this paper, the term "social services" is used to broadly describe human services for the advancement of deaf citizens, including medical-psychiatric care, education, rehabilitation counseling, work training, public assistance, social work, family counseling and interpretive services.

## The Residual Versus Institutional Notions

It may be helpful to recognize two existing viewpoints of social welfare. The residual approach sees the profession as a source of additional rehabilitative services to be used when a major institution, such as the family or the labor market, break down. Social services are concerned with specific disabilities, and the disabled are like "charity cases."

The residual model emphasizes "case services." A client's "case" is evaluated, and "emergency" is provided until the client can resume his normal lifestyle. Most social services for deaf persons can be regarded residual means of providing them temporary and small gains. Unfortunately, when the client is considered as a needy person to whom charity is being offered, he is looked upon as unequal to the workers offering the services.

The institutional concept, in contrast, considers social services as normal functions of our society and as the basic rights of all citizens. It assumes the inability of the individual normally to meet his needs for the family and on the job. Social welfare, then is seen as an ongoing means of maintaining social stability by aiding people during the hardships of unemployment, broken homes, retirement or natural disasters.

According to the institutional viewpoint, the difference between client and nonclient is less because both suffer from the effects of social breakdowns. Both the worker and his client are thus different but equal as participants in the decision-making process affecting both. Kahn calls "social utilities" social services which should be available to all citizens without regard to financial need—as are public education and parks. The institutional solution will force workers with the deaf to become more sensitive and responsive to clients' needs.

Which is the more effective of the two models? While these two views seem to be directly opposed, social service activities represent a middle course at the current time. It is suggested that a full social service system requires a balance or mix between case services and social utilities.

The residual approach is used most today in rehabilitative services for deaf Americans. Professionals should bear in mind that when deaf persons come to his agency for case services, they may also need help with communication skills, better housing, adequate employment or family counseling. He must try to consider all of their social, economic and environmental problems and take greater responsibility for removing or changing the social conditions that produce his clients' personal problems.

## Ineffective Service Systems

Recently there have been both an increasing concern over the number of deaf individuals with serious problems, and growing dissatisfaction with the service systems provided for them. Why do some agencies for deaf people fail to achieve competent results? Why are other agencies that desire to improve their services unsuccessful in doing so? Service systems are not effective because they do not

match the services they offer with the needs of individuals.

### 1. Service systems tend to be oriented to keeping the professionals constant and stable rather than to meeting the needs of the individuals being served.

Social Service professionals for deaf persons tend, in most cases, to strengthen their own identities toward bureaucratic rigidity and toward maintaining the organization, frequently at the expense of meeting the needs of deaf clients. Specifically, service organizations tend to define their roles in the terms of the special skills of their staff rather than in terms of clients' needs.

### 2. The systems are oriented to remedial crisis rather than to preventive programs designed to alleviate the causes that precede and underlie the crisis.

Service delivery for deaf individuals is frequently characterized by remedial counseling—that is, "repairing" damage after it has occurred rather than by preventing social breakdown. A school for deaf pupils, for example, often does not act quickly to refer a troubled child to a child guidance clinic but waits until he becomes so serious a problem that he has to be given full attention by the school authorities. There are only a few rehabilitation counselors who get sufficiently involved to solve or prevent community problems that affect deaf persons.

### 3. The systems are ill-coordinated and serve only a small fraction of the population in need and at risk.

Lack of coordination among agencies working with deaf clients in large cities is great. There is no one organization that overviews the services affecting the well-being of deaf people at all levels. Mental hospitals, divisions of vocational rehabilitation, schools, professional training centers, employment service agencies and vocational evaluation programs all help deaf clients to cope with their problems, but each sets up its own eligibility requirements and knows little of what other organizations are doing. Social agencies serving deaf clients throw problem children into psychiatric "dumping grounds"—namely mental hospitals—which may, in turn, reject them because such children are not disturbed enough to be admitted. Other psychiatric clinics often reject such children, assuming that there is another place in the community which will accept them. Where there are such discontinuities in services in the community, deaf children end up receiving no help at all.

### 4. The systems tend to serve clients most likely to achieve success on the agency's terms rather than those most in need.

Some agencies working with deaf persons have a tendency to select "good"

\*This article is adapted from the original paper, entitled "Social Services for Deaf Citizens: Some Proposals for Effectiveness," *Deafness Annual*, Vol. III, 1973, Professional Rehabilitation Workers with the Adult Deaf, Inc., 814 Thayer Avenue, Silver Spring, Maryland 20910. For references and quotations, use the above original article.

\*\*Views expressed by the writer do not necessarily reflect the Minnesota Department of Public Welfare policy.

clients or patients who are well-motivated or cooperative in using the services. Agencies often prefer clients who are able to conform to agency routines and play the kind of client "roles" that support smooth operations. It has also been observed that some organizations tend to favor cases with good chance for success rather than the so-called hard-core cases.

Psychiatric staff members often unconsciously reject economically lower-class mental patients in favor of more higher income patients. When the expectations of the low income patients are not met, they are likely not to return to the clinic. Professionals, especially social workers, have struggled to avoid identification with the most disadvantaged, either by redefining their jobs in order to serve mostly middle-class clients or by moving away from lower-class clients into administrative posts. Agencies serving deaf Americans move toward protecting their organizations by "creaming off" the most able and neglecting the lower-class ethnic minority groups and poorly educated persons.

#### **5. The systems tend to be highly traditional and conservative, even in the programs it labels as innovative.**

Change-oriented organizations often break down once reform efforts are achieved. As the organizations stabilize, they become institutionalized, conservative, and eventually unresponsive to further reform. Top administrators are not willing to perform activities that may endanger their relatively high status positions. Conservation is thus seen as the chief failure of service organizations to adapt to change in our society.

#### **Schools as Examples of Ineffectiveness**

We must recognize that schools often generate future failures by under-educating deaf children. In contrast with western Europeans, most Americans do not classify education as a social service. Education is considered as a basic social utility to the point that it is often omitted in listings of social services in the United States. Obviously the school for the deaf has great responsibility for education of deaf children and youth, and an even greater responsibility for the development of their cognitive, emotional and interpersonal skills. The school deaf pupils, however, are likely to grow up with many unrealistic expectations, relatively low academic achievement, severe communication problems and numerous emotional difficulties.

The incidence of emotional disorders among deaf children is high. Over 31 percent of 516 deaf pupils in one residential school were either "severely" or "moderately disturbed," compared with less than 10 percent of 530,000 hearing children in Los Angeles. Few schools for the deaf have specialized programs to provide troubled children with mental health services or guidance counseling. However, deafness itself, environmental deficiencies and problems at home—not just the school—must be identified as causes of emotional disturbances in deaf children.



Steven K. Chough, Coordinator, Clinical Services for the Deaf, Minnesota Department of Public Welfare.

Many studies indicate low academic achievement by deaf children, most of whom read on the average between the third and fifth grade level despite up to 12 years of attendance in school. It is contended that inadequate teaching techniques, including overemphasis on orally methods, are at least partially responsible for the poor school performance of deaf pupils. Also, lack of authentic communication for deaf children retards their intellectual and emotional development. No simple answers can be given, and no single-factor solution will make education more efficient.

Another contributing factor to the ineffectiveness of education of deaf children is the generally observed fact that top administration of schools for deaf students are appointed by state boards, and are relatively immune to community pressures. Such schools can and do become isolated from the community and, therefore, unresponsive to demands for better services. The question "To whom is the superintendent accountable?" becomes a political issue.

Still another example of the ineffectiveness of the system of education for the deaf is the lack of a "watchdog" agency to overcome lack of public accountability, haphazard planning and inequalities in allocation of funds and resources. In New York State, for instance, there are 34 schools and educational programs that function essentially on a basis of "to each his own." In New York City, one private residential school is highly selective of deaf students, rejecting non-white and multiple handicapped children who become overcrowded in another public day school.

An obstacle to educational reform in many schools is the rigid position of the all-powerful, unchallenged top administrators over all the other staff. Parents, alumni and deaf leaders, as well as other school personnel are often unable to in-

fluence policy decisions which may not be discussed at faculty meetings or other gatherings. Not only do school superintendents control the Conference of Executives of American Schools for the Deaf; they also predominate as officers of the committees or board of the Convention of American Instructors of the Deaf.

#### **Strategies for Effective Services**

Six strategies for improving the effectiveness of social services are discussed below as possible solutions to some of the aforementioned problems.

##### **1. Institutional change:**

In our efforts toward institutional change, we must recognize that public policies tend to favor case services because they interfere little with major American activities and are, therefore, politically acceptable. Institutional change is not easy to achieve because its accomplishment may require using tactics of confrontation, advocacy, conflict or collective bargaining.

Non-teaching specialists at school—e.g., guidance counselors, psychologists and social workers—must be concerned about all the aspects of the school itself, not just the problem children in school. School executives should permit both the school staff and pupils to express their opinions without fear of reprisal. Groups such as parent organizations, teacher associations, deaf organizations in the community and national organizations of deaf persons should also be listened to. Meanwhile, all school administrators and teachers of deaf children inside the educational institute have legitimate and moral rights to speak out for more effective policies or programs provided by social/rehabilitation agencies. They must continue activities aimed toward institutional change.

Deafness workers must not only consider themselves providers of case services, as important as this function is, but must also become agents for change. It should be warned, however, that it is unrealistic and ineffective to work toward basic institutional change without at the same time providing greatly stepped-up therapeutic and rehabilitative case-by-case services. Reluctance to risk failure in trying innovations may be a factor in the unwillingness of school administrators to attempt reform.

##### **2. Agency accountability:**

It is obvious that social programs must be accountable to their consumers. In some larger American cities, several agencies may offer similar services to deaf citizens. This situation encourages competition between agencies which provides a choice of services to deaf consumers, and improves accountability to specific populations. In cities without such competition, one agency may control all or most of the services to deaf people and thus may not need to feel accountable. We call for more choices for consumers and service users, directed toward spurring service organizations into more responsiveness to needs of the deaf.

Although duplications of services mean, to some extent, duplication of expenses, the principle is so important that all funding sources should be used. Foundations, religious groups and established organizations should be approached for funding to establish alternatives to prevalent old-line systems.

### **3. Deaf power and participation:**

For years deaf citizens felt they were powerless. The term "deaf power" has been somewhat associated in people's minds with the use of violence as advocated by militant groups. Today more and more deaf citizens feel that they do have some power to control the destiny which shapes their own life situations.

Deaf power advocates, and some others, both deaf and hearing, have been dissatisfied with the inferior services provided by agencies. Feelings have been expressed that such agencies create jobs for a number of professionals who thereby achieve a status not equal to their ability to work with deaf persons. Deaf power advocates have concentrated upon the need to transfer power, on the assumption that the problem of deafness cannot be solved without a redistribution of authority, resources and power.

Since very few deaf citizens are on the boards of advisory councils of social and educational organizations, these agencies are isolated from the deaf community. Most deaf people need to feel that these agencies are "theirs." Placing articulate deaf citizens on such boards in significant numbers will connect the life experiences and feedback from the deaf community to the capable members already there.

Professionals working with the deaf community must have a clear concept of their role in order to avoid a conflict of interest between their needs or desires and those of the deaf community. They must also give the real needs of deaf clients priority over community pressures.

### **4. Access services:**

A major problem in inefficient service systems comes from inadequate access to services by clients and ineffective case channeling. Access services are information functions, case integration, case accountability, case advocacy and the work of the Ombudsman. Each is discussed below.

#### **a. Information-advice-referral services:**

Based on his study of the British Citizens Advice Bureau, Kahn proposes a similar system in America, the Neighborhood Information Center (NIC) which would be open to all citizens. He believes that lack of access to services stems from lack of information. The NIC would act as a community resource center to expand citizen awareness of available services. This service is especially important for deaf people and would fill a vital need. The NIC would be well-equipped to educate people; provide access to information about benefits, entitlements and service procedures; and finally advise, listen to problems, visit homes and make referrals

to the specialists or agencies. Access services such as the NIC must be independent from any agency providing direct services. This avoids the organization or professional biases that result in an agency that functions only with its own specialized range of services.

#### **b. Case integration and accountability:**

There is a need for professional teamwork among those serving the same deaf clients. Social service structures often cannot cope effectively with deaf individuals with multiple problems. Deaf people find themselves confused by conflicting advice from different professionals. Parents seeking diagnosis of suspected deafness in their child face a confusing maze of agencies and professionals with different standards and viewpoints.

Case integration can improve the effectiveness of each agency in working with a family by holding case conferences which include representatives from the different agencies involved. The concept of continuity of care is at the heart of efficient social services. The principle of case accountability helps deafness workers locate the various responsibilities involved in service to deaf clients and prevent a possible discontinuity of services. Starting with pre-admission intake, throughout a course of services until terminated, each client should be under the care of the same professional team.

#### **c. Case advocacy:**

"Reaching out" to the hard-core client who cannot manage by himself to cope with service systems is what Kahn terms "case advocacy." Case advocacy also includes supporting the so-called hopeless patient who may be unattractive to service organizations which prefer less difficult cases.

#### **d. The ombudsman:**

The idea of the ombudsman is not new. It was first used in Sweden 164 years ago. The term "ombudsman" refers to one who acts as a spokesman or a representative for another person. The ombudsman is not some kind of super-administrator who overrules the decisions of governmental agencies; instead he investigates complaints of citizens and seeks remedies. Government officials regard the efficient ombudsman as an ally who eliminates unjustified criticism.

A special ombudsman, appointed by the Federal or state governments, can become a balancing force against the increasingly administrative unresponsiveness of agencies serving deaf citizens. He deals with grievances, suggests changes in unfair regulations and proposes remedial recommendations to the government. He can make announced and unannounced inspections of service organizations which receive Federal or state grants on deafness.

### **5. Evaluation research:**

Evaluative research helps determine the extent to which program objectives are being accomplished. Lack of evaluation of the outcome of services can result in constant inadequacies in personnel, facilities,

budgeting and overall results. Both the quality and quantity of services must be evaluated. There is need for continuous rather than periodic assessment, as well as comparative and cumulative evaluations. Follow-up of clients is also necessary. Evaluation should be mandatory and long-term in every agency serving deaf people.

### **6. Strategy of market mechanisms:**

Social services can be produced more effectively by profit-seeking private firms who have to satisfy consumers than by nonprofit organizations or government. Schools, for example, are not put out of business for failing to educate children. Private market mechanisms, such as competition, can enhance the services and rights of the consumers of social services.

Voucher systems and performance contracting are examples of competitive market devices with possible relevance to serving deaf consumers. Federal programs, such as vocational rehabilitation, use voucher systems. Deaf recipients can choose from a wide range of social services, for example, from numerous post-secondary education programs—and the vendor is paid directly by divisions of vocational rehabilitation. In performance contracting, as used in education, private firms under contract receive bonuses for children who achieve well in school and must reimburse the school board when children fail.

Using efficient market mechanisms in obtaining social services requires educated and sophisticated consumers, however. Deaf customers may need professionals to help them choose the best services through voucher purchasing.

### **Summary and Conclusions**

Social services as reviewed here suggest that the institutional model is more relevant to deafness than the residual model. The proposals for efficient service systems discussed in this paper, however, are not cure-alls to solve the problems of ineffectiveness. They are suggestions to help stimulate professionals into constructive action to assure that every deaf citizen is fully helped.

Many of the proposals will require political involvement by professionals and deaf customers. In the past, most deafness workers have remained aloof from political activities toward substantial changes in service programs. Political knowledge and skill to accomplish social goals have been considered by most professionals to be unprofessional. Many staff members working with deaf people have been what Ross has termed "enablers" who attempt to develop community consensus in problem-solving. Actually, however, the enablers support the residual view, and also eschew political struggle. But questions of professional neutrality and non-involvement in political activities as well as the enabler role of the change agent are inevitably raised when one deals with socio-ethnic disadvantaged groups.

The new professional serving deaf people will have to reject a passive stance, will have to provide leadership roles and resources for clients' benefit and will have to become accountable to those served. He will become an advocate who demands social justice on behalf of deaf citizens. Such social advocates will be the future graduates of professional manpower training programs. Hearing graduates from such programs are becoming more sensitive and aware of the realistic problems of deaf children and adults.

The outlook for improving the service system for deaf persons looks brighter as the institutional approach of social welfare replaces the residual concept. These indications suggest that a march for social justice is afoot. May the day arrive when deaf consumers of services are respected as citizens and not labeled as clients.

## Publications

**LISA AND HER SOUNDLESS WORLD,** Dr. Edna A. Levine, 40 pp., Behavioral Publications, 72 Fifth Ave., New York, N.Y. 10011. \$4.95 hardbound.

**Lisa** could have a significant effect in improving relations and understanding between the hearing and the hearing impaired. Lisa is a pretty, eight-year-old girl who was born deaf. For the first years of her life, Lisa was sad and unable to understand when people talked to her. Other children did not want to play with Lisa because she could not talk. However, after her problem was diagnosed as a hearing impairment and special training begun, Lisa entered into a new world of opportunity and happiness.

Too often people who know nothing about the deaf population view the hearing impaired as being "different" and can offer them only sympathy. **Lisa and Her Soundless World** provides one avenue in which many such misconceptions may be erased. Although Lisa has a hearing impairment, she is still a child with the same curiosities, feelings, joys and sorrows as any other child. She faces an extra challenge in her life, but that by no means makes her any less normal than anyone else.

The comparison of deafness to a television with the sound turned off makes the term more conceivable for the hearing child. The book does a good job of explaining the process of speech reading and special speech training in a simple manner that children can understand. The benefit of a hearing aid is also explained. Perhaps this explanation may encourage the desire of the young, hearing impaired reader to wear his own hearing aid. To the parent who may read the book it shows the importance of early diagnosis if they have the slightest suspicion that their child may have a hearing problem.

As many as five times throughout the book the author mentions that not all hear-

ing impaired children are as lucky or as smart as Lisa. Of course, different deaf children will have different capabilities and will succeed to different levels; however, by repeatedly bringing this point up, it tends to make the reader feel that Lisa may be an exceptional case. This may make the reader skeptical as to the validity of the material as it applies to the general hearing impaired population. If this skepticism should occur, the purpose of familiarizing the hearing with the hearing impaired could be defeated.

**Lisa and Her Soundless World** has significant potential in opening better avenues of communication between the hearing and the hearing impaired—not just as being different or alike but as being people. Lisa sums it up well as she says, "I can love with my heart—all people everywhere who try to understand my soundless world."—K. K.

**GAMES WITHOUT WORDS.** Sydney and Caryl Wolff, 101 pp., Charles C. Thomas, publisher, 301-327 E. Lawrence Ave., Springfield, Ill. 62717. \$8.75 hardbound.

Readers of THE DEAF AMERICAN will recall a 1973 article describing the work of Sydney and Caryl Wolff in developing cognition skills in deaf children. In **Games Without Words**, the Wolffs have come up with a delightful collection of "activities for thinking teachers and thinking children."

The Wolffs follow the reasoning of Piaget that "language does not structure logical operations, but it can direct attention to pertinent factors of a problem and can control perceptual activities."

Another premise is that in the cognitive classroom, experiences can be arranged which: 1) make the child aware that he is thinking, 2) help the child have a series of successful experiences that stimulate his natural pleasure in thought and 3) help him to form concepts, to organize his thoughts.

The Wolffs started their base work for this book at the West Virginia School for the Deaf and are following up in New York State on a project called Inservice Teacher Training in Cognition funded by Title I.

Games are grouped under: Sorting, Ordering and Classifying; Strategy; Permutation: Probability; Perspective; Movement and Role Play; Tactile Messages; Memory: Symbol Picture Logic; Creative Thinking. Both teacher-devised and commercial materials are listed.

The Wolffs have, in **Games Without Words**, challenged teachers (and their deaf students) to "get with it," in intellectual growth without verbal inhibitions.

**HANDTALK**, Remy Charlip, Mary Beth, George Ancona, Parents' Magazine Press, 53 Vanderbilt Ave., New York, N.Y. 10017. Library edition \$4.89; trade edition \$4.95, hardback.

**Handtalk** is an extremely fascinating and creative book of fingerspelling and sign language; however, the term **sign language** has a much too sterile connotation to describe accurately the intriguing

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contents of this book. Words are not communicated merely by the moving of the fingers, but rather, through a combination of hand movements, facial expressions and body language. Just as the voice reflects the individual personality as a person speaks, so can the expressions of a person who is signing reflect his personality.

The book is structured like an ABC book and gives a word for each letter of the alphabet. The sign for each word is creatively illustrated by colorful photographs. Below each picture the word is fingerspelled. Thus, the reader can try to guess the word from the photograph and then check his answer by decoding the finger spelled word at the bottom. A fingerspelled alphabet chart is given at the beginning of the book for those readers who are not already familiar with the signed letters. This technique spurs motivation to learn sign language by making it an intriguing game. In fact, it could almost make a person a little envious of the deaf person or anyone who already has the capacity of this creative, mind-stimulating language of signs.

People of all ages should find fascination in this book. Included in its captivating photographs are people of various races and age groups. **Handtalk** is not just to be read but rather, "It is a beautiful book to experience." It brings an exciting, new expressionism to the language of signs and allows its users to communicate creatively and have fun at the same time.—K.K.

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# The DA Interview: DR. ALLEN E. SUSSMAN

With FRANK BOWE

Allen Sussman is Professor of Counseling at Gallaudet College. Before assuming his present position, Dr. Sussman was director of Psychological and Mental Health Services for the Deaf at Maimonides Medical Center's Community Mental Health Center in Brooklyn, N. Y. He has taught at New York University and has worked as a rehabilitation counselor

with the New York City Office of Vocational Rehabilitation.

Allen was born deaf. His education at Junior High School 47 in Manhattan, together with the influence of a close-knit family, helped him acquire the speech, language and academic skills he needed to overcome his handicap. Later, at Gallaudet College and at New York University,

he prepared for a career working to help other people overcome their own handicaps.

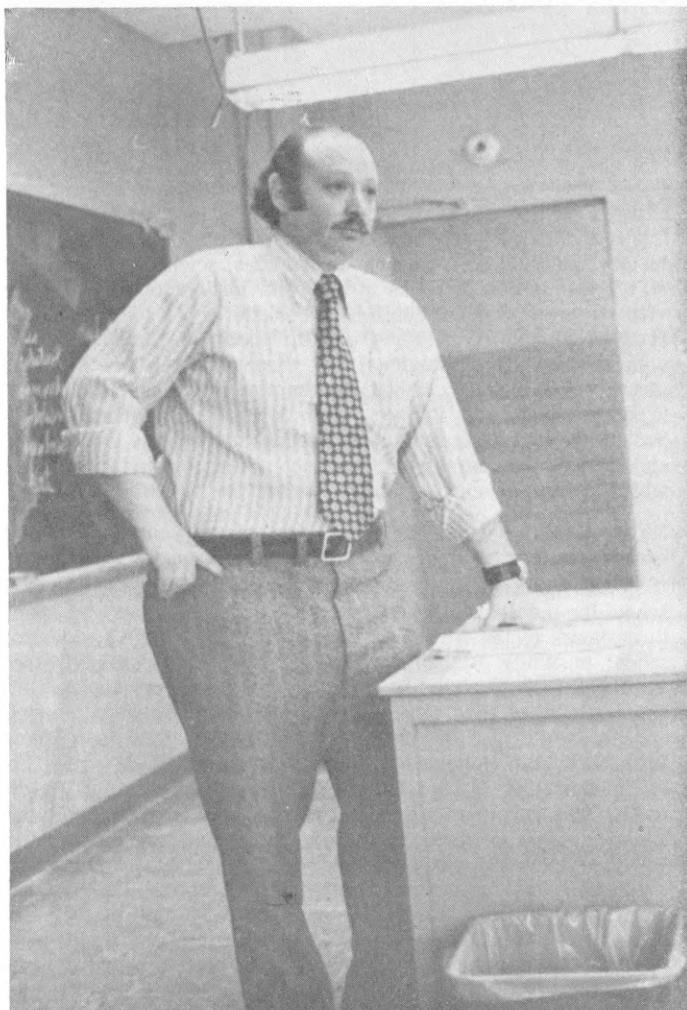
Dr. Sussman has written extensively and lectured widely. He is perhaps best known as the co-author, with Dr. Larry Stewart, of the text, **Counseling with Deaf People**. I began the interview by asking about his communication skills.

**BOWE:** Dr. Sussman, one of the first things people notice about you is the quality of your language, speech and speechreading. Few deaf-born individuals have reached your level in these skills. What is it about you or your background that accounts for your achievement in these areas?

**SUSSMAN:** I have been asked this question so many times. I really cannot pinpoint the answers. My parents are deaf, and I come from a large deaf family—three generations. My mother, although fluent with the sign language, stressed the importance of speech. Since my mother's speech and lipreading abilities are fairly good, we always communicated via the simultaneous method—manual communication and speech. However, my mother never went overboard as regards speech and speechreading. My father's speech was poor, but he too encouraged me to use speech with hearing people to the best of my ability. My comparatively good speech and lipreading ability, for which I am grateful, cannot be attributed solely to my oral-school training. A major influence, I think was my association with hearing neighborhood kids since early childhood. And those kids could be tough—I had to talk, talk, talk, in order to be accepted by them. You could say that I got my speech training in the gutters of Brooklyn. Nonetheless, I wouldn't recommend this sort of training for every deaf child; life with hearing children can be pretty hard and even brutal at times. Quite often they would make fun of my faulty pronunciation and of my deaf parents, and I would get into fights with them. Still, I had developed the practice of having one or two close hearing friends to correct me whenever I mispronounce a word. I still do this today, with a few of my hearing friends and professional colleagues. But I must make it clear to them that I would appreciate such help and that I wouldn't be insulted. Further, my constant use of speech in everyday dealings with hearing friends and colleagues, speaking before professional groups, lecturing in class and so on, has to help.

**BOWE:** Did your language, too, come from the gutters of Brooklyn?

**SUSSMAN:** Odd as it seems, I would say comic books significantly contributed to my language development. I used to have stacks and stacks of comic books and traded them with hearing kids. Perhaps, subconsciously, I learned dialogue, which I consider crucial in language development. If I had kept those vintage comic books, I would reap a fortune today, considering the going prices for those items of antiquity. Instead of discouraging me, my parents would give me money to buy and collect classic comics, which in turn spurred me to borrow classic books from the library as I grew older. Although very poor at the time, my parents nonetheless had a modest bookshelf in the home, and they never refused my request for money to buy a book. When in my early teens, my father scrimped and save to buy me, volume by volume, a whole set of Charles Dickens' works. I still have it today, and it is one of my most prized possessions. My parents have always stressed reading and writing, for language and knowledge go the deaf person's brain through his eyes instead of his ears. Despite being deaf since birth, they had good English and they liked to write letters; they would encourage me to write and gently help me with grammatical errors. And they were avid readers of newspapers; they read the columns and



Allen Sussman listening to students during a class discussion

editorials, thus setting an example for me. Further, they would share what they read with me, and discuss with me subjects ranging from politics to sports. From them I have learned that the written word is a very, very effective compensation for what I could not hear via the radio, TV and conversations of hearing people. This is a habit that is still with me today. This is probably why I am such a voracious reader. In all fairness, credit should also go to certain teachers I had during my childhood. Being a hungry reader, I soon caused the school library to run dry. The teachers arranged for me to have special access to the children's section at the public library, and then later on, to the adult section despite my being "underage." There, I had become a regular "customer"; the librarians knew me by sight. Certain teachers also encouraged me to write, to express my thoughts and feelings and to participate in essay contests. They would give me special writing assignments, and urged me to write along creative as well as scholarly lines. They also taught me how to read



Gallaudet College Department of Counseling staff meeting. Left to right: Dr. Norman Tully, Dr. Sussman and Dr. Robert Mehan.

books, what to look for in them and to analyze how the authors expressed their thoughts and feelings. I love books. I now have about 3,000—the classics, poetry, dramas, philosophy, history, political science, art, biographies, science, religion and so on, in addition to books in the behavioral sciences. It's my vice. I am a regular denizen of bookstores . . . I just cannot browse; almost invariably I end up purchasing hardcovers or paperbacks. It's contagious; my three children are regulars at the public library; they have their own bookshelves, belong to book clubs; and I never turn down their request to buy books. To boil it all down, I am deeply indebted to my parents and certain teachers who encouraged me to read and write while I was very young.

**BOWE:** Could you tell us something about your educational background and your decision to go to Gallaudet College?

SUSSMAN: Since I was six, I attended Public School 47—an oral school for the deaf in New York City. After graduating, I spent three years at the New York School for the Deaf, a residential school in White Plains, N. Y. Teachers and administrators from both schools tried to dissuade me from considering Gallaudet College; they strongly advised me to go to a hearing college, namely, New York University, City College of New York, Brooklyn College or Columbia University. My rehabilitation counselor at that time, and who is now state DVR director, was vehemently dead set against my going to Gallaudet and said so in no uncertain terms, in view of my passing the entrance examinations for those hearing colleges. Over one weekend I had an opportunity to visit Gallaudet College and to mingle with its students when my athletic club of the deaf played two softball games against its all-stars, and that was a factor. My parents encouraged me to think for myself, but through several discussion sessions, they helped me to sort out the pros and cons. Then I decided on Gallaudet—to the great displeasure of some teachers and my rehabilitation counselor—and with my parents' blessings. To this day, I have no regrets. My years at Gallaudet turned out to be some of the best years of my life. Then came my two M.A. years at New York University, and subsequently six years at the same university for my doctorate. Paradoxically, I spent more years at a hearing college than at a college for deaf students. With apologies to Pangloss in Voltaire's *Candide*, I've had the best of two possible worlds.

**BOWE:** How did your interest in counseling psychology and mental health first begin?

SUSSMAN: Strangely, I was a counselor of sorts before I knew it. While a student-coach at the Kendall School during my senior year at Gallaudet, I became involved with the personal side of the students' lives. They needed someone with whom they could talk about themselves and their problems, and they found me a ready listener and adviser. The following year, as a teacher and coach at the Ohio School for the Deaf in Columbus, teen-age students of both sexes would come to my office

in the gym. And they came in droves. I would try to help them with their personal, school and family problems. Teachers began "referring" to me students who needed help. This aspect of my job, although unofficial, was one I found most challenging and rewarding. As a printer in later years, members of the deaf community sought me out in connection to their myriad problems. We must remember, up to that time counseling and psychological services for deaf people were practically non-existent. I had never intended to remain in printing, but it was during a period when I tried to find myself. I did a lot of reading, though, especially in the areas of psychology and mental health. Then it dawned upon me that I nearly had missed my calling. I scouted around, met with counselors, psychologists, psychiatrists and others who helped to crystallize my plans. The next step was to go back to school, which I did.

**BOWE:** I understand that you were the first deaf person to enter the rehabilitation counseling training program in the Division of Behavioral Sciences at New York University. Did you have any difficulty in gaining admission? If so, what were the problems you encountered?

SUSSMAN: Yes. First of all, the NYU people in the program had heretofore never met a deaf person. There was a lot of resistance. They didn't see how a deaf person could pass courses if he couldn't hear and understand what was said in class. At the time, interpreters were not used in the classroom setting. They were doubtful about my ability to function in a psychologically-oriented program, particularly in classes involving the counseling relationship and the use of tape recorders. The NYU people were especially leery of a deaf person's ability to take on a heavy two-year full time study load while plying his printing trade to support a wife and three children, and commuting to and from the suburbs. And my "C+" grade point average earned while at Gallaudet College certainly did not make things easier. I had to argue my case, and asked for a chance to prove myself. Finally, I was accepted, but on a "provisional basis." I had to make at least a "B" average during the first semester before I could become a candidate for the master's degree. In time, however, those people became my staunchest supporters and friends. The director of the program was the one who encouraged me to go for the Ph.D. after I got my M.A. In later years, as instructor and research scientist at NYU's Deafness & Training Center, I was frequently asked by the professors who had taught me to guest-lecture their classes on the psychology of deafness.

**BOWE:** Let's move to your work. What's the "why" behind the Maimonides Hospital Community Mental Health Center program for deaf people? Why was it started? How is it unique?

SUSSMAN: That's a tough cluster of questions to answer. In a capsule, the program was born out of a need, namely, the preventive mental health needs of deaf people. Dr. David Farber, a deafened psychiatrist, worked with a small number of deaf patients at the Community Health Center for a few years before his untimely death. In 1967, Dr. Edna Levine, then director of the NYU Deafness Research and Training Center, arranged for me and another staff member to work at CMHC on a part-time basis to keep the program alive. By 1973, the program mushroomed into a full-time operation and became a full department, now known as "Psychological and Mental Health Services for the Deaf." This is a direct response to the needs of deaf children, adolescents, adults and their families. The accent is on preventive mental health, namely, to nip the problem in the bud before it becomes worse, and to treat those with emotional disorders before they become "hospital cases." In keeping with a snowballing caseload, a wide range of out-patient counseling and psychological services were developed and implemented. To name a few, they are personal counseling, long- and short-term individual psychotherapy, parent counseling, family therapy, marriage and divorce counseling, group counseling and group psychotherapy, special therapy services—individual and group for multiply handicapped deaf individuals, diagnostic and therapy services for deaf children, individual and group counseling for deaf students integrated into schools for the normally hearing, human relations and

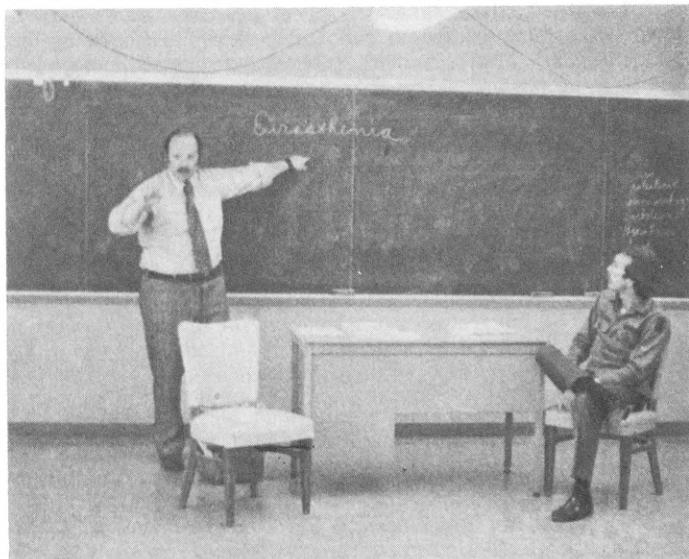
sensitivity training, and crisis intervention. Evening hours were started to accommodate those who could not come during the day. Because of this alone, family therapy, involving both mother and father, became a major feature of the program. One did not have to have a psychiatric disability to be eligible for services. We accepted everyone, including those who merely wanted to improve themselves, or those who wanted to live more effectively, or those who wanted to get along better with others or those who wanted to be happier. We saw the lonely, the troubled. The CMHC became a place where a deaf person can come to in time of need; he knows he'll find a friend there. The whole point is that while the focus has been on the mentally ill and inpatient treatment and care, there is a deploringly widespread neglect of deaf people who are not "sick enough" for psychiatric attention or hospitalization, but who nonetheless have everyday and emotional problems that need professional attention. "Keep them out of the mental institution" was also our motto.

**BOWE:** You have considerable experience in counseling and psychotherapy with deaf people of all ages. What is your theoretical orientation or personal philosophy in such work with deaf people? Some writers have contended that "insight" or "depth" counseling and psychotherapy with most deaf people is not possible due to their language problems, particularly their limitations in abstract reasoning.

SUSSMAN: My first reaction to this question is that we are too quick to write off the deaf person. On the basis of my clinical experience, deaf people can, and do, respond to depth or insight counseling and therapy regardless of their language limitations. As long as the counselor or therapist is fluent with manual communication as used by deaf people, functions according to their conceptual and perceptual levels, and has the ability to operate from within the deaf individual's frame of reference, such depth work is possible. I also believe it is possible to do analytic therapy with most prelingually and so-called low-verbal deaf individuals. Moreover, theories of counseling and psychotherapy, by and large, can be applied in work with deaf persons. Professionals such as Dr. Larry Stewart, Barbara Sachs, Roger Falberg and Dr. Norman Tully would agree with me, I think. I have also read where it was contended that many deaf people in therapy were incapable of introspection, which is essential in the gaining of insight. I take the stance that such deaf people can learn, through therapy, to become introspective. To draw an analogy, it is easier and ego-saving for the teacher to blame the inability of a deaf child to learn a certain thing because of his deafness and language limitations, whereas the real problem lies with the teacher himself who is not skilled and patient enough. Failure to do depth counseling or therapy with the deaf individual, I am inclined to believe, is more a reflection of the counselor's or therapist's skill than the imputed limitations of the deaf client. Depth and insight counseling/therapy can be done with deaf people, including low-verbal deaf individuals. It can be done, it has been done.

**BOWE:** You also underwent training at the Community Mental Health Center. Could you tell me something about it?

SUSSMAN: I was fortunate in having training in psychotherapy under the very critical, watchful eye of a crack and tough psychiatrist who himself was director of training. On top of this, I had excellent supervision by psychiatrists and psychologists while working with deaf patients. I am also indebted to a very experienced family therapist who trained me in family therapy. Something, however, should be said about the Community Mental Health Center's in-service training programs. Staff members are expected to devote 10 to 15 per cent of their weekly work time to in-service training, irrespective of whether he or she is a M.D. or Ph.D. No one was above in-service training. There are new concepts, recent developments, new techniques, new approaches, changes and so on, within the broad field of the behavioral sciences—and there are so many things to learn. All of this is a countermeasure against professional complacency, sterility and stagnation. I would like to see more in-service training of this stripe in the field of deafness. It beats academic training at the university level.



Dr. Sussman explains to his class the meaning of a psychiatric term and its implication for the counselor.

**BOWE:** We have very few people with your training, experience and skills. You have often pointed out that the shortage of counselors, psychologists and therapists trained to work with deaf people is critical. Could you elaborate on this a bit?

SUSSMAN: My bone of contention is that preventive mental health services in the way of personal, family, vocational and financial counseling and therapeutic assistance for the more troubled are generally not available to deaf people. In stark contrast, there is an overabundance of tax-supported and non-profit child guidance clinics, family service programs, community counseling centers, vocational diagnostic and counseling agencies, marriage and divorce counseling services, drug treatment and counseling programs, community mental health centers and so on—for the general population. Even the human-potential movement, involving conscious-raising, human relations training, self-awareness and like groups, are by-passing deaf people. In this country, how many Alcoholics Anonymous, Weight-Watchers, etc., groups for deaf people can you name? Due to the utter paucity of professionals trained to work with deaf people in those areas, far too many deaf children, adults and their families are left out in the cold. Surprisingly, some agencies are willing to serve deaf people, but they simply do not have the staff. It is one thing to set up special services for deaf people; it is entirely another thing to staff them with qualified people in the helping professions. Moreover, in the wake of this lack, there are pseudo-experts, deaf as well as hearing, who pass themselves off as "counselors," "psychologists," "family counselors," etc., and who prey on unsophisticated and unsuspecting deaf people. Particularly vulnerable are hearing parents of deaf children who, out of desperation, are steered to such pseudo-experts. While at the Community Mental Health Center in New York City, I and my staff often had to do "mop-up" and reconstructive work with those individuals as a result of the handiwork of such pseudo-experts and other quacks. This state of affairs is of course very disconcerting, but it is a by-product of the shortage of trained and qualified professionals, and of the glaring lack of professional standards and certification procedures among the helping professions within the field of deafness. What I would like to see is the establishment of government- and foundation-financed training programs to train clinical, school, and counseling psychologists, family therapists and others in the counseling disciplines to work with deaf people of all ages, along with the setting up of professional standards, certification and code of ethics. The sad fact is that we have many, many young deaf and hearing people with the potential to be counselors, psychologists and social workers, but who are discouraged by the dearth of such training programs. Look at the plethora of government-financed teacher training programs in deafness education in the United States. The sense of priority is some-

what warped; there is also a great need for government-financed training programs and traineeships in the counseling and mental health areas. The preventive mental health needs of deaf people are as great as their educational needs. It is hoped that, with a new administration, the government will once again turn to its more humanitarian ways.

**BOWE:** What about the schools for the deaf? In your opinion, what is the situation there?

SUSSMAN: Ah, I was coming to that. First, guidance and counseling in general education today is a big and booming business—cutting across all educational levels—from elementary to college. Guidance and counseling is now recognized and accepted as an integral part of education, for it is now concerned with the youngster's total development—educational, social, vocational and emotional. Guidance and counseling programs are also regarded as a vital preventive mental health apparatus serving **all** youth—the well-adjusted as well as those with problems. For these very reasons, guidance and counseling has to start in the schools. Services include academic, personal, family and vocational counseling, and career education. More and more schools are implementing sex education and drug education programs geared to age groups. Second, in keeping with the demand for guidance counselors, counselor training programs are proliferating in the nation's universities; it has become a major area of graduate training in our society. Third, it is presently inconceivable for schools and colleges not to have the guidance counselor, school psychologist, school social worker and consulting psychiatrist which make up what is commonly referred to as the "mental health team." Pitted against this general background, schools and special educational programs for deaf children stick out like a sore thumb. As far as guidance and counseling are concerned, deafness education is still in the Old Stone Age. It is indeed rare for a school for the deaf to have a trained guidance counselor, let alone a mental health team. Guidance and counseling services are nonexistent or mere travesties in a vast majority of schools for the deaf. Some schools assign teachers to perform tasks for which they are not trained, such as counseling with students who have personal or interpersonal relationship problems. This takes on a huge significance in view of the ever-increasing number of multiply handicapped deaf children with attendant emotional disorders and behavioral problems. Another area of deep concern is the rapidly changing world of work, thus placing a premium on counselors skilled in vocational counseling and career education techniques with deaf youngsters. I would, however, not lay the blame squarely with the short-sightedness of school administrators; there is a shortage of trained school counselors to work with deaf youngsters. And I am encouraged by some schools who have taken pains to work into the system guidance and counseling services, and to budget for counselor and psychologist positions. I dare to be optimistic, however. Gallaudet College's Graduate School has taken the first giant step by establishing in 1972 the first Counselor of the Deaf Training

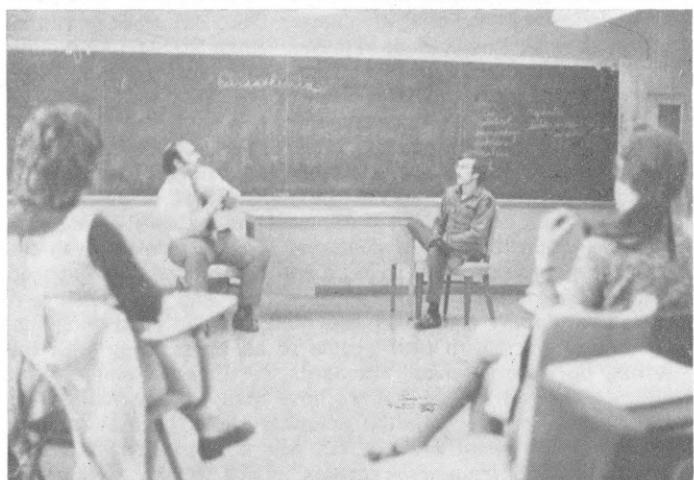
Program with emphasis on counseling in the educational setting. With its first crop of graduates in 1974, we hope to begin to improve the guidance and counseling picture in deafness education, and to eventually bring it up to the standards of general education.

**BOWE:** While in New York, and during this interview, you mentioned the need for drug education and counseling services in schools for the deaf. Is the situation that bad?

SUSSMAN: We would be deluding ourselves if we choose to think that deaf youth are different from hearing youth. They are onto the drug scene as much as their hearing counterparts. There is ample evidence that deaf youngsters in residential schools and special educational programs for the deaf are on pot and pills. The relative isolation of some residential schools does not preclude access to mind-altering drugs. Further, deaf college students across the country are no different from hearing college students who experiment with, or indulge in, soft and hard drugs, and quite a few of them picked up the habit in the school, if not in college. And at the Community Mental Health Center I've come across deaf heroin and hard-stuff addicts who started via the pot and pill route while in school. Thus the need for drug education and counseling for students and parents on all educational levels; hearing schools start drug education programs on the elementary level, and small wonder. My own three hearing children know what different forms of drugs can do to the mind and the individual, thanks to their drug education programs on the elementary and junior high levels. Deaf children deserve no less. I have worked with deaf youth aged from thirteen to twenty who were on pot or pills. Sometimes I am chagrined at school administrators who choose to ignore this phenomenon, if not to regard it as "isolated cases," rather than to face it squarely. True, it is extremely difficult to implement effective disciplinary measures, for many deaf youngsters feel they have to "be one of the gang" in order to gain peer acceptance. What we can do, quite effectively, is to provide drug education whereby the dangers of drug abuse are explicitly demonstrated, and to provide counseling for those who are becoming dependent on drugs if not hooked.

**BOWE:** Could you tell me something about the Gallaudet College Counselor Training Program?

SUSSMAN: In 1971, Dr. Norman Tully was brought in from the University of Arizona to develop and head the Department of Counseling within Gallaudet's Graduate School. In 1972, the two-year M.A. Counselor Training Program started with its first group of graduate students. Funding is both by the Office of Education's Bureau for Handicapped Children and Gallaudet College. The program deals with the general aspects of counseling as well as with their applicability or special approaches in work with deaf children, adults and their families. The program stresses the developmental, psychological and adjustmental aspects of deafness. There are courses dealing specifically with counseling, such as Philosophies and Theories of



Left: Dr. Sussman role-playing with one of the graduate counseling students. Dr. Sussman has the role of the counselor, while the student plays the role of the client. Right: Reverse role-playing. Dr. Sussman is now the client; the student is the counselor. Tricky, isn't it?



Counseling, Introduction to Counseling With Deaf People and Group Counseling. Both individual and group counseling techniques with deaf individuals are treated in depth. Also included are administration and organization of guidance programs, vocational diagnosis, vocational counseling, testing and career education methods. We have seminars in which deaf adolescents and adults with diverse backgrounds give their views and interact with our trainees. We also bring in parents of deaf children and various professional people in the field of deafness. Those seminars proved to be one of the most popular aspects of the program. With respect to sign language training, the American Sign Language (AMESLAN) figures prominently and encompasses nonverbal communication and behavior. Corollary to this, our hearing trainees are developing the habit of using the sign language whenever in the presence of one or more deaf persons. Adhering to its pragmatic philosophy, the program places heavy emphasis on supervised practicum and internship experiences, of which there is aplenty. Practicum and internship resources within Kendall Green include Gallaudet's Counseling Center, the Experimental Preparatory Program and the Model Secondary School for the Deaf. The Washington metropolitan area has much to offer in the way of schools for the deaf, integrated programs for deaf children in the public schools, Saint Elizabeths Hospital's Mental Health Program for the Deaf, the recently-established Community Service Center for the Hearing Impaired, rehabilitation facilities and others. Some of our graduates have completed their internships at residential schools for the deaf in other parts of the country, and at the National Technical Institute for the Deaf in Rochester. Although we have a limited number of traineeships, we do have part-time and special students, most of whom are professionals working on the Gallaudet Campus and in the Washington, D.C. area. To date we have a total of over 60 students. Even though the program's emphasis is on counseling in the educational setting, its nature is such that it can also prepare counselors to work in rehabilitation agencies, mental health clinics and community counseling centers.

**BOWE:** Many of us never thought we'd see the day you'd pull up stakes in New York City. What magnetism did the Gallaudet College Counselor Training Program have in drawing you away from New York City?

**SUSSMAN:** It was an exciting development, a big challenge, and I felt I could contribute. Most important, the training program

marches in cadence with the preventive mental health philosophy, of which I have long been an ardent supporter. I saw the program as being an instrument in altering, for the better, the guidance and counseling picture in the lives of deaf people. I also saw the program as being a viable and growing one, and its future role in the setting of standards for quality services in the helping professions. And, to make no bones about it, I love teaching and training; I found the prospect of helping to shape future counselors on a larger scale very appetizing. A major lure was the opportunity to work with dedicated, knowledgable, experienced and far-sighted colleagues such as Dr. Norman Tully and Dr. Robert Mehan—who really know what counseling is all about. What also sold me on casting my lot with Gallaudet was Graduate School Dean Dr. Gilbert Delgado's ambitious and long-range plans in the domain of professional training, and Dean John Schuchman's no-nonsense philosophy of quality educational and professional preparation, and President Edward Merrill's progressive concept of Gallaudet as a multi-purpose college. In a nutshell, I feel that Gallaudet College is moving into a new and exciting era—it's where the action is.

**BOWE:** So do a number of others, it seems. John Schroedel was just talking with me last week about the "brain drain" of top deaf professionals from New York. Many of them go to Gallaudet. What are your feelings about this?

**SUSSMAN:** This is a sensitive area, and I am very well aware of it. Frank, I think I know what you're driving at. Once grassroots practitioners move up in the field or get their Ph.D.'s they tend to gravitate into college professorships or administrative positions, thus removing themselves from direct work with clients. Gallaudet was very aware of this when they offered me the position last year. In my case, however, it is not so, far from it. I am still active on the clinical level—on a private and consultative basis. For example, I do weekly individual therapy and group counseling with deaf clients at the new Maryland Rehabilitation Center in Baltimore. Being clinically active is vital in that it keeps me sharp and in touch with developments in counseling and therapy and provides for current input for the classes I teach. During my student years, I experienced "ivory tower" professors and I do not want to be like them. I have experienced professors who were concurrently practitioners and clinically active—and I'd like to emulate them.

**BOWE:** Good luck, Dr. Sussman. And thank you.

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# Golden West's Program For Hearing Impaired Thrives

By MARCIA S. KESSLER, Educational Specialist

Golden West College offers both academic and vocational opportunities to hearing impaired students. It has the third largest enrollment of postsecondary students, next to Gallaudet College, a liberal arts college, and the National Technical Institute for the Deaf, according to *A Guide to College/Career Programs for Deaf Students* published by the NTID and Gallaudet College, February 1973.

Sited in warm, beautiful Huntington Beach, California, about one hour south of the heart of Los Angeles is the spacious campus of Golden West Community College. This college has a regular enrollment of approximately 14,000 students including 130 in the Hearing Impaired Program.

Since the program's inauguration in the fall of 1970, the number of students enrolled under the supportive services has increased from 38 to 130 students; the number of professional staff members has grown from 4 to 7 and the number of interpreters has expanded from 5 to 20! The residence of the students at the time of application indicates that the enrollment from Los Angeles and northern California has steadily increased although there are many students from other states and some from foreign countries. Most of the students enrolled have been severely or profoundly deaf and have known the American Sign Language; however, there has been a small increase in the proportion of students who are hard of hearing.

Under the administration of Paul Culton, Chairman of the Hearing Impaired Program, the hearing impaired students are given every opportunity possible to explore different areas of interest either at Golden West or at its sister college, Orange Coast College. Adaptive services have been offered to assist these students in meeting the academic standards expected of all Golden West students.

## Classes

Many students take one or more of the special education classes—English, reading, history, psychology, career planning and educational planning—made available only to deaf students. Sign language classes are also offered to both deaf and interested hearing students. The deaf students also enroll in regular classes along with hearing students with interpreting, notetaking and supplemental instruction provided especially for them. In classes with large enrollments such as health education, psychology and sociology, the interpreter is seated in the front side of the room where distraction from the lectures is minimal. During filmstrip or film showings, a small light is turned on showing only the face and hands of the interpreter.

The students are often encouraged to enroll in classes together to save the cost

of several interpreters, but in small classes or seminars only 20% of hearing impaired students are permitted. It is felt that full integration of hearing and deaf students permits the opportunity for maximum communication. Notetakers paid on an hourly basis are provided in all classes.

## Occupational Programs

A variety of occupational programs is available at either Golden West College or Orange Coast College. The following courses as well as academic subjects are offered at the Golden West campus.

Accounting, Advertising Design, Agriculture, Auto Body and Frame Technology, Automotive Technology, Business Management and Marketing, Cosmetology, Drafting (Architecture), Drafting Technology, Engineering Technology, Graphics Technology, Grocery Merchandising and Management, Human Services, Instructional Assistant (Teacher Aide), Instructional Media Technician, Manufacturing Technology, Nursing (Vocational), Office Technician, Petroleum Technology, Plastics Technology, Psychiatric Technology, Retail Management, Sales and Marketing Management, Secretarial Sciences, Social Service Associate, Supervisor (Government Services), Supervisor (Business/Industrial).

For all students, there are several options: 1) enroll in a work certificate program, 2) enter a vocational program leading to an AA degree, 3) select a transfer program leading to a four-year college or 4) take courses for personal information and enrichment. There are several four-year colleges in the surrounding area, including California State University at Long Beach, California State University at Fullerton and California State University at Northridge.

The withdrawal rate for the Hearing Impaired Program has been approximately 25% each semester during its existence. Reasons for withdrawal vary, but the most frequently mentioned reasons seem to be financial and academic difficulties. Many students have been receiving ATD support, but now receive SSI (Supplemental Security Income) and MediCal (California's special form of Medicaid). The Department of Vocational Rehabilitation provides funds for books and necessary transportation expenses to several students. The Silent Rustler's Drama Club established a Scholarship and Loan Fund and has made approximately \$700 worth of loans this year alone.

No tuition fees are charged California resident; fees, books and supplies amount to about \$75 per semester. Since Golden West is a public community college, there are no dormitories and students must arrange for their own housing.

## Scholarships

The Ayling Scholarships for deaf students are given to a man and a woman who have shown leadership, scholarship and financial need during the academic year. The college has several scholarships and grants available which are presented to deserving students upon application and recommendation by faculty members. A few Golden West students have achieved academic honors, the college Dean's List and some have received scholarship from the Hearing Impaired Program. So far, 20 students have maintained a grade point average of 3.0, carrying a load of 12 units or higher, and achieved the Dean's List, along with hundreds of hearing students.

Some classes at Golden West College are taught in the audio-tutorial mode that is, the students in those classes receive a large part of their lessons through ear phones, listening to tape recordings. It has been necessary to adapt some of these courses for deaf students.

One example of an adapted audio-tutorial course is freshman biology. Dr. William Stanley, a biology instructor, and Paul Culton enlisted the support of Golden West's own television station, KOCE (Channel 50), to make the changes. Deaf students are now learning biology through videotapes, computerized vocabulary lessons, written scripts of taped lessons especially adapted for them and a weekly question-and-answer session. Of the 37 deaf students who entered the class, 87% finished the course with passing grades. The average grade for deaf students was less than 1% below the average for other students.

Some of the other audio-tutorial classes have also been successfully adapted for deaf students. The Golden West Library and the Instructional Media Center are fully equipped with revised and captioned videotapes, slides, films and books supplied as part of classroom instruction. The hearing impaired as well as the hearing students are free to go there on their own. The reading laboratory in the Communications Building provides practicum and classes for developmental reading, speech reading, critical reading and vocabulary development. The deaf students do take advantage of the reading courses.

The students have a favorite hangout—the college cafeteria. There they can study, chat or eat with their deaf and hearing friends between classes. The students usually go to the interpreters office or the teachers' office whenever they have problems with their class assignments. Tutorial help, counseling and guidance are available as much as possible on an individual basis or in groups. Six Educational Specialists (teachers of the deaf) are available to help each student overcome any academic deficiencies he may

have. This has proven to be very helpful for those students who find difficulty in understanding technical vocabulary and/or directions. Instruction is provided in both oral and manual communication. Each student determines his own mode or modes of communication and the Program offers whatever remediation or instruction the student requires including speech training and sign language. Audiological evaluation is also offered.

Some of the students are doing volunteer work in the community. Close communication is maintained with both Fairview State Hospital, where there are mentally retarded deaf clients, and the Taft School for the Aurally Handicapped, where there are deaf children from 18 months to about 12 years. There are also day school programs in the community where Golden West students are introduced to a variety of experiences. One of the students is a Big Brother to a deaf boy living at home in the community. He has found this to be so rewarding that other boys are considering this also.

#### **Hearing Impaired Program Advisory Committee**

The present Advisory Committee consists of representatives from the community—rehabilitation counselors for the deaf, educators of the deaf, interpreters, parents of deaf children, adult deaf leaders, students and instructors from the program. The committee keeps itself informed on developments in the program and advises the college and publicizes the program in the community, schools and centers serving hearing impaired people.

#### **Educational Staff**

Paul Culton, chairman of the program, supervises all activities and services within the program. He can be found either in the classroom teaching sign language or other subjects; in his office discussing problems with students; on the phone; standing outside talking to people who stopped him; or at the Administration Building convincing the deans of the needs of the program. He also runs the staff meeting once a week and the interpreters' meeting at least twice a month. Mr. Culton may be a busy man, but it is noteworthy that he manages to find time to confer with anyone who comes to him. Mr. Culton came to the program upon completion of the Leadership Training Program at California State University at Northridge. He previously had 13 years teaching at the Iowa School for the Deaf.

Each Educational Specialist is required to possess a master's degree and a credential to teach the deaf and severely hard of hearing. The instructors conduct remedial classes set up especially for hearing impaired students, to prepare them for the regular academic and technical courses. They also team teach with regular instructors in classes where deaf students are integrated with the hearing. In addition to those regular duties, each of the educational specialists has certain responsibilities; one coordinates notetaking services, another has charge of the special



Part of the hearing impaired students at Golden West Community College

financial aid program, a third sponsors the Drama Club, a fourth acts as media specialist and a fifth arranges the Enrichment Program.

Marjoriebell Holcomb, or Mabs, as she is usually called, was the first deaf teacher hired. She developed a syllabus in teaching her English class daily. She is on the Campus Cultural Program and sets up the Captioned Films weekly for the students' enjoyment and constantly encourages the students to participate in college functions and activities. She is a graduate of the Leadership Training Program at CSUN and behind her were positions at various schools for the Deaf—South Dakota, Tennessee, Indiana and James Madison School in Santa Ana, Calif.

Dan Clere, the Guidance Specialist, is responsible for recruiting, orienting, testing and advising all new hearing impaired students. His duties also include counseling, testing and advising continuing students. The Educational Specialists assist him in advising students who are planning their academic programs and setting vocational goals. The Guidance Specialist facilities all contact with the regular counseling staff. Mr. Clere, a graduate of the University of Arizona, has had a broad experience in vocational counseling. He also conducts his own class of vocational planning for hearing impaired students.

There are three full-time interpreters as well as 17 part-time. Most of those interpreters have deaf parents or deaf member in their families. The three full-time interpreters, Bette Foster, Patty Pazanti and Joyce Walker, share office duties and handle phone calls for the students. The interpreters office is usually filled with students during the day either to chat, pick up messages, meet friends or ask for

help. A teletypewriter (TTY) has been installed in the office for the purpose of communicating directly by telephone with deaf educators. The hearing impaired students and staff often use the TTY to relay messages.

Varsity sports at Golden West have attracted several of the deaf students. The soccer team the past season had an excellent record, the best in history, with six victories and no losses. The goalie on the team is no other than Ken Salgueiro, a graduate of the California School for the Deaf at Berkeley. Ken plans to further his education at a four-year college upon completion of the course requirements at Golden West. Two deaf men are on the wrestling squad, one on the water polo team and two are presently on the football team. Sheryl Sowder was selected as Homecoming Queen over five other candidates in 1970, and in 1972 Sylvia Montes represented the Silent Rustler's Drama Club as princess. Last fall Jane Bussell was selected as princess along with four other candidates. Some of the girls have been active in playing volleyball against deaf clubs and in an annual volleyball tournament last summer placed third. Several deaf women have served on the varsity swimming and volleyball teams. In the XIIth World Games for the Deaf held in Malmo, Sweden, three Golden West students were on the USA teams in swimming and volleyball.

Get-acquainted parties, holiday parties and picnics are shared by all students, faculty and staff every semester. Involvement of the deaf members in the community is encouraged, and all are welcomed to the Captioned Films shown every Tuesday afternoon. Plays are given by the members of the Silent Rustler's Drama

(Continued on Page 22)

One-year-old State Agency . . .

## Virginia Council For The Deaf Making Impact

By Robin Gallaher

Mabey & Douglas Public Relations,  
Richmond, Va.

The Virginia Council for the Deaf, a state agency, is becoming known. This means it's doing its job.

The council was conceived in 1972 by degree of the Virginia General Assembly and was born, in terms of funding, in July 1973. It's only one-year-old but already has made an impact. "And we've only just begun," said J. Rex Purvis, executive director.

The idea of a council for the deaf began when a group of deaf Virginians expressed dissatisfaction with the services they were receiving from state agencies. The Virginia General Assembly recognized that there should be some type of communications center for and about deaf Virginians. Some state agency had to be equipped with a TTY. Someplace had to serve as the communication depot connecting the state's deaf people with agencies that could help.

The goal of the council, quite simply, is to achieve the same rights in education and employment and the same services from government and private agencies for deaf people which hearing people already receive.

Although the council bills itself as "the communication center for and about deaf Virginians," its purpose is twofold: education and evaluation. Its education effort is directed both toward hearing and deaf Virginians.

The people of Virginia must become conscious of the problems facing their neighbors who have any degree of hearing problem. There are more than 300,000 Virginians with severe hearing impairments and another 8,000 who are deaf.

The deaf people, too, must be educated. "We who hear assume that just because you're deaf, you're an expert on the problems of deafness," Purvis said. "But this is not necessarily so. There's no place that I know of that teaches people how to live with their deafness. But Virginia is going to do this."

Purvis has worked in vocational rehabilitation for the deaf in both Virginia and Alabama, taught sign language courses for 14 years, and is a member of the Registry of Interpreters for the Deaf from which he received the Comprehensive Skills Certificate. He is also on the Evaluation Committee in Virginia.

Most Virginians haven't a clue, Purvis maintained, about what it's like to be deaf. The average citizen is not confronted with this type of problem. Actually, he knows very little or nothing about deafness—and the emotional, educational and employment difficulties that tag along with it. The council realized that the average, non-handicapped person does not—indeed cannot—comprehend what it's like to be deaf.

Consequently, the council decided to challenge the hearing Virginian: to walk a mile in the shoes of his deaf neighbor.

To reach the hearing public of Virginia, and make them aware of the problems associated with deafness, all communication media—radio and TV spots and shows, newspaper releases and community surveys—were used. The five big metropolitan areas of the state—Richmond, Tidewater, Northern Virginia, Roanoke and the Shenandoah Valley—were covered.

The council's efforts at public education began in February 1974 with a speech before the annual meeting of Virginia's broadcasters. A spokesman for the council invited the audience to consider a brick as about as much use to a deaf person as a radio.

A two-hour broadcast on the local Public Broadcasting Service channel (WCVE) began the education effort for people in the Richmond area. "An Evening on Deafness" included a panel of national and local deaf people. In the corner of the screen an interpreter signed for the benefit of the deaf audience. The studio was equipped with a phone bank and numerous questions were phoned into the panel.

WCVE-TV has broadcast other special programs for deaf people in the last two years. It plans to carry ABC's Captioned News for the Deaf this fall.

The activities in the winter and spring were all geared to April, which the council had designated Deafness Awareness Month. Actually, it worked out that the council's activities splurged over into May and June. What happened in April was a series of statewide media interviews and the mobilization of women's clubs to conduct a survey.

Public service radio spots urging people to contact the council to find out what they could do to help the deaf were aired on numerous college and public radio stations throughout the state. On seven TV programs in the metropolitan areas of Virginia, Purvis and others who know the problems of deafness such as parents, deaf people, counselors, and educators were interviewed.

"The public response has been unbelievable and much better than we dreamed," Purvis said. He was interviewed in April on the most popular noontime radio program in Richmond, "Open for Opinion," which deals with a variety of contemporary issues and invites the audience to phone in questions. The station commented after his interview that it had received more calls expressing public interest than for any other program it has aired.

In the education category of the printed word, two bimonthly newsletters have been published. The newsletters are gear-

ed to keep those who already know the problems of deafness informed as to what the council is doing. They are sent to Virginia's legislators, state agencies and professional people.

The brochure, on the other hand, is written for the average Virginian who has rarely or never been confronted with the problem of deafness. It is being sent, for example, to the state's eye, ear, nose and throat doctors, stacks are being provided at churches with deaf ministries, and copies were in the theatre lobby at a production of "The Miracle Worker."

"These are your neighbors. Do you speak their language?" Illustrates through four case histories the isolation deafness imposes. On a very human level the brochures probes the lives of four people with varying degrees of hearing impairments. Balms for their isolation that hearing people can administer are considered.

One of the case histories is the three-year-old Kelly who was born deaf. Already she is evidencing the frustration subconsciously left by not being able to communicate with her family. In order for her emotional and intellectual development not to be starved, Kelly's family must learn to communicate in her language—sign language—so that she can develop as normally as possible during those crucial preschool years.

Paul, who is an excellent lipreader, can only pick up 25 percent of what someone is saying. He is very lonely in his job and only "comes alive" on weekends when he can get together with other deaf people at a church-sponsored group.

Marta, a wife and mother, was home alone one day and smelled smoke. She rushed to a neighbor and wrote, "Call Fire Department." If her local fire department had a TTY she could have called herself.

Anson, a man in his 70's, is causing his family concern because of his irritability. What he is trying to disguise is that he can no longer hear normal conversation despite a hearing aid.

The brochure emphasizes the main point of the council's awareness campaign: the hearing must allow the deaf to communicate. No longer is it fair for the hearing to expect the deaf to communicate only in hearing people's method—speech.

It asks the hearing to consider where they would go if they were deaf for a spiritual, emotional or physical problem. "How can you tell anybody about your problem if that person cannot understand your language?", it asks. It encourages those with hearing to learn the language of deaf people—sign language. "Even a limited ability to communicate in sign language is a boon to a deaf person," it says.



J. Rex Purvis explains how the Virginia Council for the Deaf "helps."

Deaf people, for their part, are urged to develop total communication—sign language, finger spelling, speechreading and speech.

An important part of the council's education and public awareness campaigns is being conducted in cooperation with the Virginia Federation of Women's Clubs (VFWC). In February, the VFWC voted to endorse the council's activities and promised its assistance. Consequently, throughout the state women from these clubs are participating in "A Community Diagnosis"—which is just what the name implies: a survey of the services available to deaf people in the area.

The survey, or diagnosis, is being conducted to find out exactly who the deaf are and how well their needs are being served within the community.

The women are finding out, for example, if counseling for parents of deaf children is available. Do the local fire and police departments have a TTY? What are the employment opportunities for deaf people? Does the local hospital have a list of qualified interpreters to use when a deaf person is admitted? The information being returned to the council by women's clubs will help the council fulfill its role as the communication center for deaf Virginians.

One of the most exciting things the council has done is to cosponsor with Gallaudet College the first of a series of leadership training seminars. This is part of the council's education effort which is geared to deaf Virginians.

"We made a beginning," Purvis said. "We started teaching deaf people about the legislative process and how they can exert influence from the grassroots level. The goal is to have about six more seminars before January when the 1975 Virginia General Assembly convenes."

The council is currently designing a second newsletter that will be geared to deaf Virginians. "It will be a combination gossip sheet or vehicle to keep them informed about what other people are doing throughout the state and explain the function of various state agencies and how to apply for their services," Purvis said.

Purvis sees the council's ability to evaluate state agencies as its most important power. "And evaluation is one effective tool," he added.

"The council will soon begin evaluating state agencies on the quality and quantity of service they provide deaf people," he said. "We will report these findings directly to the governor and general assembly."

This power to evaluate is what makes Virginia's council for the deaf different from similar ones in other states. We don't have the money or supervisory position to enforce anything at all and I'm not sure we need that power because of the willingness I've seen on the part of state officials to help," Purvis said.

Virginia's legislators and citizens, in Purvis' opinion, are head and shoulders above those in other states. "I have found an openness and willingness to listen that I haven't found in the other states where I've worked. Virginians have communicated a desire to help their deaf neighbors."

Examples of this willingness to promote equality for deaf Virginians are two bills that were considered by the 1974 General Assembly. One was passed and the other was shelved until 1975.

It is now mandatory for an interpreter to be provided for a deaf person in criminal cases. Previously the law only suggested that one be used. An interpreter is still not mandatory in civil cases. The bill that will be reconsidered in 1975 deals with employment discrimination based on disabilities.

The council's education efforts have been applauded and appreciated throughout the state by many who know the problems associated with deafness.

Fred Yates, assistant principal at the Virginia School for the Deaf and Blind in Staunton, agreed with the council that it has reached the ones in the state who already know about deafness and must now concentrate on reaching deaf people themselves.

"In five years, I would guess," said Yates, "the council will not only be tell-

ing the public at large in a great clear voice about the talents and skills as well as the problems of the deaf but will also be bringing the deaf to the attention of agencies which theoretically but not actually have been serving the needs of the deaf."

Purvis agreed with this view of the council's activities for the next five years. "One of the most important things we could do as a council," he said, "is to be the agency that spearheads other state agencies to provide the same type and grade of service to Virginia's deaf citizens as they do to those who are not deaf."

"Only when deaf people themselves begin to demand the same services from state and community agencies that are matter-of-factly given to hearing people will deaf people be given equal opportunity and service," he said.

But the time frame for achieving the council's goal of equal community and government services for deaf people depends, as Purvis rightly said, "on how willing the general assembly is to put its money where its mouth is."

Although it's still too soon to tell, perhaps the main impact of the council is that it will be the instrument that will raise the consciousness of Virginia's deaf people.

## DA Advertising

Advertising or inquiries about advertising should be sent to the NAD Home Office, 814 Thayer Avenue, Silver Spring, Md. 20910, or to the Editor, 5125 Radnor Road, Indianapolis, Ind. 46226.

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# Humor Among the Deaf

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

Virgil Owen, Perris, Calif., comes up with a good one:

Sanford Dimond, Los Angeles, goes to a restaurant. He finishes his meal and approaches the cashier to pay his bill. He fumbles through his pockets. Not finding immediately what he is looking for, he smiles sheepishly at the smiling girl behind the cash register. The girl's smile turns to puzzle, then to scowl. She waves him aside to let others pay their bills. She catches the manager's eye and motions him to come forward, points at Sanford and tells the situation. The manager's face turns dark as he eyes Sanford. Sanford, failing in his quest, asks for paper and pencil. He writes:

"I seem to have mislaid my credit card. Do you take cash?"

\* \* \*

Bill Fiset, Oakland Tribune, "Courtesy of Richard O. Wright": Sins of Non-Omission—The dear old lady lives alone in her condominium on Lake Merritt and the love of her life is her little French poodle. It's gone deaf. A friend asked if there was anything that could be done. "I'm inquiring now," the lady said, "about lipreading in school."

\* \* \*

We received a few short pieces from Howard Palmer, Jackson, Miss.:

1. Yes, most hearing parrots can imitate sounds and learn to repeat words. Don't you think they want their young deaf parrots to billread words and learn to repeat them?

2. Stranger: Oh! You deaf? Can you lipread me?

Deaf man (writing) "Pardon me, I am a victim of lip-alexia."

Stranger (writing) "If you can write, then you should be able to lipread. Alexia means loss of ability to read, due to cerebral disorder."

Deaf man (writing) "Not cerebral disorder, but nasal disorder. You see, my oral tutor had halatosis."

3. Father: Sonny! You got "F" on lipreading. How come?

Son: Lipreading? My teacher has a mandible.

4. Jim: Hello, new neighbor!

Old Neighbor: Psst! Let me tell you about her. She is aphonic.

Jim: What is that?

Old Neighbor: Aphonia means a loss of voice due to organic or psychic causes.

Jim: Oh! Poor Ole lady. How come?

Old Neighbor: You see she had been teaching at Jones Oral School for 30 years.

5. Stranger: You deaf? Can you talk?

John (writing): Not any more. My voice box is in exile.

6. Father: How do you like your new speech teacher, son?

Son: His lips move too fast. My buddy told me that my speech teacher was a magician.

Father: A sleight-of-hand performer turned teacher!

Son: A sleight-of-lip teacher!

\* \* \*

Have you seen it in the papers?

**DEAF STUDENTS KEEP SECRETS, ARE PROSECUTERS' MESSENGERS**

Byline: By Ann Blackman

Washington (AP)—She nods a morning's greeting to armed guards, casts a tolerant eye at the closed-circuit television camera and then disappears into a suite harboring some of the hottest secrets in town.

Meriam Schroeder has started another workday as a messenger for the Watergate Special Prosecution Force. And while this is a domain where discretion is a first commandment and gossip the unforgiveable sin, the sounds of silence, for her, are absolute.

She is a deaf mute.

So, too, are most of the other nine teen-agers, aged 16 to 19, who deliver documents and sort the mail for Leon Jaworski's legion of lawyers.

Administrative officer Dan Mann hired them through the Model Secondary School for the Deaf at Gallaudet College in Washington.

\* \* \*

Writes Mrs. Eugene Herrig, Brunswick, Ohio: Many years ago, in the dear, dead days beyond recall, I found a story in my scrapbook and sent it to Mr. Roy B. Conkling who was then editor of the "American Deaf Citizen," if I recall correctly. He printed it in his paper. Lil Andrewjeski of Akron clipped it out of the ADC and saved it and years after sent it to me. The story:

## A DEAF AND DUMB STORY

(Author Unknown)

Andrew came home from the club one night and told his wife a story that he heard there about a deaf and dumb man who led a lonesome sort of life until he met a deaf and dumb girl. She was pretty and companionable in her deaf and dumb way and he made love to her so they ran away to a deaf and dumb parson and he married them on his fingers. They bought

a nice little house and got a deaf and dumb servant girl and set up deaf and dumb housekeeping. They lived very happily and after a while a deaf and dumb stork stopped there one day and left a little boy. They cooed over it in their deaf and dumb way till one day it stuck a pin in itself and cried and cried and neither of them could hear it so they decided it was deaf and dumb, too. This was a blow to the deaf and dumb father. He was stricken dumb so to speak. He was absolutely dumb to his wife's intreaties. He stumped out of the house slamming the door after him, making his deaf and dumb wife jump and wacking the baby. He bowed his deaf and dumb head and went to a barroom where there was a deaf and dumb bartender and drank until he could no longer hold whiskey because he got hiccoughs on his fingers. They threw him out and a deaf and dumb policeman took pity on him and started him on the way home. He wandered silently on until he heard the clock strike twelve on the church where the deaf and dumb parson married him. That reminded him that he was acting like a dumb brute, so he went home. Fearing to awaken his deaf and dumb wife he took off his shoes and slipped quietly upstairs. But when he got to the bedroom he was surprised to have his deaf and dumb wife turn on the light and in her deaf and dumb way gave him a lecture. Being sorry and not wanting to quarrel he turned off the light so she could not talk to him any longer. Did you say that at the club," asked Andrew's wife. "I did said Andrew, a deaf and dumb man told it to me. "Why?" I don't believe a word of it" said his wife. "That's what I said to him," said Andrew. "What did he say?" She asked. "Say?" said Andrew, "Why, didn't I tell you he was deaf and dumb?"



## PORTABLE ELECTRONIC INTERPRETER

Jerald Jordan, Gallaudet College, sent this conductor a page of a German newsletter or tabloid, printed in German. We cut out this cartoon showing a man in the window talking and the electronic piece interpreting for the man holding the piece. Says Jerald, the tabloid is printed and edited by a Mr. Waldow.

The material to follow comes from the collection of Harold Belsky, Jackson Heights, N. Y.

\* \* \*

Even scholarly foreigners find it hard to master the English language and often make amusing mistakes in using its synonyms. The deaf also find it no less difficult to express themselves in exact times and some of their attempts are very amusing. The following illustration of their incongruous though ingenious expressions are taken from the written exercises of female pupils of a deaf and dumb asylum. Describing a circus performance which she had contrived to witness, one wrote: "Three ladies climbed a string, sat on a log and fell on a rag." Another on having it explained that the dentist thought it best to extract her teeth, wrote that she did not want to be an old bald mouth."

Describing her winter and summer wardrobe, a third wrote: "I have two cold dresses and four hot dresses," an impoverished pupil wrote: "I am empty money." Reproducing the narrative of an adventure with lions, another pupil wrote: "The lion corroded the man." Not untruthfully a scholar referred to Westminster Abbey as "the place where England buries her Illustrated dead.—Youth's Companion, DMJ (1885)

\* \* \*

The N.Y. Scientific Times contained the following:

Two deaf barbers opened a shop in N.Y. a few weeks ago, and the other day had to skip from the creditors. What the public wants is a barber who talks.—DMJ (1885)

\* \* \*

"What would your mother say, little boy," demanded the passerby virtuously, "If she could hear you swear like that?"

"She'd be tickled to death if she could hear," answered the bad little boy. "She's stone deaf."—Fun, DMJ (1921)

\* \* \*

#### FROM THE CHESTNUT TREE

"I've been swinging the dumbbells."  
"In the gymnasium?"  
"No, at a ball for the deaf-mutes."—DMJ (1919)

\* \* \*

#### THE WAY OF THE DEAF MUTE

The deaf mute is always ready handed in conversation.—Puck, DMJ (1892)

\* \* \*

Yes. But has the pup any pedigree?

"Madam," said the street seller, "If that dog were to speak, it wouldn't talk to either of us.—Laughing Gas, Hunt

\* \* \*

#### NONE SO DEAF AS THOSE THAT WON'T HEAR

A poor man is asking for relief.  
The full-fed portly man appears quite dear.

He's humbly pleading—see the poor creature!

The big man before him grows still deafer!

## National Theatre of the Deaf—Fall 1974 Schedule (As of June 1974)

Oct. 10-12	Ingle Auditorium
Thurs.-Sat.	Rochester Inst. of Technology
	Rochester, N. Y.
Oct. 13	Syracuse University
	Syracuse, N. Y.
Oct. 17	Indiana University of Pennsylvania
Thurs.	Indiana, Pa.
Oct. 19	Spring Arbor College
Sat.	Spring Arbor, Mich.
Oct. 20	University of Miami Middletown
Sun.	Middletown, Ohio
Oct. 22	Waubonsee Community College
	Sugar Grove, Ill.
Oct. 26	Johnson County Community College
Sat.	Overland Park, Kansas
Oct. 30	University of Wyoming
Wed.	Laramie, Wyoming
Nov. 3	Lewis and Clark State College
Sun.	Lewiston, Idaho
Nov. 5-10	A Contemporary Theatre
Tues.-Sun.	Seattle, Wash.
Nov. 16	University of California at Santa Barbara
Sat.	Santa Barbara, Calif.
Nov. 17	Royce Hall
Sun.	University of California at Los Angeles
	Los Angeles, Calif.
Nov. 18	University of California at San Diego
	LaJolla, Calif.

This performance is recommended for mature audiences.

Alas, how passing strange does this appear.

Of those who vision's dim where'er they be.

None are so blind as those who will not see.

—The Book of 1000 Proverbs

\* \* \*

#### WIG WAG

Bilkens showed up with a set of hand-carved features that resembled the field after Chateau Thierry. "Pete's sake!" gasped a friend, "What happened to your face? Been in an accident."

"Nope," returned Bilkens sadly, "a deaf barber shaved me and he was feeling chatty."—DMJ (1923)

\* \* \*

Here is a good story about a French boy of seven years! His mother took him to see an old uncle who was very deaf and who had an ear trumpet. After watching his uncle using the trumpet, Pierre finally said, "Mama, why does Uncle try to make music out of that horn with his ear when he has tried a hundred times and knows he can't do it?"—DMJ (1881)

\* \* \*

There are eight thousand and sixty-four distinct languages not including the manual alphabet and sign language, yet a deaf mute who smashes his nose on the edge of a door in the dark, finds difficulty in expressing himself.—DMJ (1881)

\* \* \*

#### SCRAPLETS

All deaf and dumb people are not paint-

ers, but they make signs so to speak.—New Drummers' Yarns

\* \* \*

#### BROKEN SPEECH

"Father," said the sharp small boy, "I saw a deaf beggar in the street this morning, and he had an impediment in his speech."

"A deaf man with an impediment in his speech," exclaimed father. "Don't talk nonsense, Lancelot." "But he had, father," insisted the boy. "One of his middle fingers was missing."—Pittsburgh Telegraph, DMJ (1910)

\* \* \*

#### A POLITE "WAITER"

"I've a waiter at my house that has been with me ten years, never gave me a word of impudence, hasn't asked for a day off, and never growls." "Dear me! What nationality?" "American. It is a dumb waiter."—St. Louis Republic, DMJ (1892)

#### LOVE'S LANGUAGE

The language of love is more universal than Volapuk will ever be. The wooing-winning, elopement with a pretty Pennsylvania girl by a deaf man from Connecticut shows that love does not depend upon any speech. It flashes from the eye. It tingles its message through the fingers. It proclaims itself through bent knees. It is eloquent in gestures. It conveys through the lips what the tongues could not utter. Its vocabulary is caresses. There are not locks nor bars that love does not laugh at. Long Live Love.—N. Y. Herald, DMJ (1888)

# DEAFNESS RESEARCH & TRAINING CENTER

New York University

Washington Square, New York, N.Y. 10003

## Orientation To Deafness

Deafness Center faculty are providing short-term orientation to deafness seminars to professional workers who see few deaf persons each year. The two-day sessions are led by deaf professionals with extensive experience in staff development and provide an introduction to deafness, some suggested ways to ease communication with deaf people and assistance in recognizing the great potential of deaf persons. In addition to ongoing programs in New Jersey, New York and Puerto Rico, new programs are beginning in Connecticut, Maine, Massachusetts, New Hampshire, New York City, Ohio, Rhode Island, Vermont and Virginia.

This spring, the orientation seminars were given to physicians and related medical personnel for the first time. Ms. Gardenia Sewell, Project Manager of Program Planning and Development at the Dr. Martin Luther King, Jr., Comprehensive Health Center in the Bronx, arranged orientation to deafness for 20 general physicians, 15 pediatricians and 46 family health workers on the MLK staff. The family health workers also received intensive sign language instruction to help them serve deaf people more effectively.

Under a contract with the Region I Office of the Rehabilitation Services Administration, the Deafness Center has scheduled orientation sessions for 140 VR counselors in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont. Three Deafness Center staff members will provide the sessions in each state during the summer and fall months, under the coordination of Mr. John J. Szufnarowski, Regional Representative, and Mr. Anthony Ruscio, Assistant Regional Representative of the Region I RSA Office.

Different approaches will be tried with professionals from Virginia and Ohio. Mr. Paul Caudill, Training Director, and Mr. Rex Purvis, Coordinator of the Deaf Program, in the Virginia Department of Vocational Rehabilitation, will send 88 VR counselors and 40 supervisors to New York University for two-day orientations during June and August. In Ohio, Mr. Frank Gattas, who coordinates services for the deaf and hard of hearing in the Bureau of Vocational Rehabilitation, has arranged for the Deafness Center to teach Ohio State University staff members how to

conduct the orientation seminars. These participants will, in turn, give the orientation seminar to all VR counselors in the state. Mr. Gattas is also planning orientation sessions and short-term intensive sign language instruction for mental health workers in Ohio.

The orientation to deafness programs are for non-specialists in deafness rehabilitation. A large proportion of deaf people seeking assistance are served by persons who have little opportunity to become familiar with deafness and with techniques of working with deaf people. The orientation seminars are designed to provide short, intensive training to enable these professionals to improve their service to deaf people.

## Meet Craig Mills

Now he is Doctor Craig Mills! The distinguished director of Vocational Rehabilitation for the State of Florida was awarded an honorary doctorate by Gallaudet College at the recent commencement exercises. His citation reads: "In recognition of your more than 25 years of service and dedication to vocational rehabilitative counseling of deaf people."

Dr. Mills is the chairman of the Deafness Center's Advisory Board—a position he has held for four years. During that time he has never missed a meeting, though he must travel from Tallahassee to New York City to preside. He attended the May meeting in a neck brace which he had to wear because he was recovering from an operation to fuse two of his cervical vertebrae. Such devotion to duty is rare among men, but typical of Craig Mills.

The deaf community should know about this man's devotion to improving conditions for deaf people. A few years ago he learned to sign so he could communicate directly with the deaf people he met. Last year PRWAD gave him the Boyce R. Williams Award for his unstinting efforts to upgrade deafness rehabilitation. His fellow administrators elected him president of the Council of State Administrators of Vocational Rehabilitation. And now Gallaudet College has added another great honor. Craig Mills deserves all the recognition he has received. Join with us at the Deafness Center in a great THANK YOU!

## Berger Deaf Scholars Program

The Berger Deaf Scholars Program, which was established by a generous gift from the Samuel A. and Katherine B. Berger Foundation, will provide funds for supportive services to 18 deaf NYU students during the 1974-75 academic year. The program is designed to make it possible for deaf students to compete and achieve equally in the educational life of New York University. Berger Deaf Scholars, in turn, are expected to provide a new source of leaders for the deaf community.

To be eligible for an award, a student must 1) be deaf, 2) be accepted as a de-

gree candidate at NYU and 3) exhibit potential for leadership in the deaf community. Award winners and their areas of study are: Katherine Aase (home economics education), Alan Ander (tax law and accounting), Glenn Anderson (rehabilitation counseling), Janice Barker (social work), Kristine Beaman (social work), Phil Blasenheim (journalism), Frank Bowe (educational psychology), Lily Corbett (special education), Michelle Craig (deafness rehabilitation), Allen Graham (social work), Robert Harris (clinical psychology), Daniel Langholtz (social work), Carole Lazorisk (school counseling), Tamar Manor (physical education), Ruth Sturm (communications), Joan Tauksik (art education), Laura Thomas (social work) and Hedy Udkovich (school counseling). Ms. Corbett, Ms. Craig and Ms. Manor are award-winners for a second year.

## Communication Services Program Travels To Iowa

Forty-three teachers of manual communication from throughout the state of Iowa participated in a workshop on sign language instruction taught by Lily Corbett and Carol Tipton in June. The workshop was held in response to the rapid growth of interest in manual communication in Iowa during the past five years and was designed to acquaint sign language instructors with new teaching techniques and materials. The topics included lesson structure, learning reinforcement activities, physical factors, student evaluation, lesson cost and teacher-student relations.

The workshop was coordinated by Elaine Szymoniak, Consultant for Speech and Hearing, Iowa State Vocational Rehabilitation Center, and sponsored by the Adult Education Unit, State Department of Public Instruction.

## Supplemental Security Income For Deaf People

The U. S. Government now can pay monthly checks to people in financial need who are disabled by deafness. The payments, called supplemental security income (SSI), began in January 1974. The new program has taken the place of Federal/State programs of public assistance payments to people who are 65 or older, or blind or disabled.

But states still provide these people with Medicaid and social service, and some states add money to the Federal payment.

Disabled deaf people who have little or no regular cash income and who do not own much in the way of property or other things that can be turned into cash, such as stocks, bonds, jewelry or other valuables, may be eligible for SSI checks. To be considered disabled, a deaf person's hearing loss must be so severe that it prevents him from working for at least a year. A child is considered to be disabled if he suffers from any medically determinable physical or mental impairment of comparable severity.

The aim of the program is to provide monthly checks, when they are needed, so that anyone who is disabled, or blind, or 65 or older can have a basic cash income—for one person at least \$146 a month, and for a married couple, at least \$219 per month.

This doesn't mean that every eligible person gets that much in his SSI check every month. Some people get less because they have other income. Some get more because they live in a state that adds money to the Federal payment.

A person who is single (or married but not living which his spouse) can have assets—things he owns—worth up to \$1,500 and still get payments. The amount for a couple is \$2,250. This includes savings accounts, stocks, bonds, jewelry and other valuables.

Not everything owned counts as an asset. A house with a market value of \$25,000 or less doesn't count. And the Federal Government will not ask for liens on the homes of people who get SSI.

Personal effects or household goods also do not count as assets in most cases. Insurance policies or a car may not affect eligibility either, depending on their value.

People can have some money coming in and still get SSI.

The first \$20 a month in income generally isn't counted. Income above the first \$20 (apart from earnings) generally reduces the amount of the SSI payments. This includes Social Security checks, veterans compensation, pensions, annuities, gifts and other income.

People who work while they are getting SSI can earn as much as \$65 a month without any reduction in their payment. The payment is reduced \$1 for each \$2 in earnings over \$65 a month.

In addition, a disabled person's income, whether earned or unearned, may not count if the income is needed to fulfill an approved plan to achieve self-support.

For eligible people who live in someone else's household—a son's or daughter's home, for example—the SSI payment may be reduced.

The new program sets no minimum age for eligibility due to disability or blindness. In deciding a child's eligibility for payments, a portion of the parent's income is treated as if it were the child's. Similarly, the parents' assets are also considered in deciding a child's eligibility. At age 18—or 21, if still in school—the child is no longer considered to be sharing the parents' income or assets.

People who think they may be eligible for SSI can apply or get more information by contacting any Social Security Office.

### Communication Via Photographs

Dr. Doris Naiman is directing a project to teach emotionally disturbed deaf children to communicate through photographs. Students from four special classes for emotionally disturbed deaf children at Junior High School 47 (New York City) have been given Polaroid cameras, a supply of film and intensive instruction in how to operate the cameras. Each child uses his camera for an hour in school every day and out of school on alternate weekdays and weekends. Students take pictures of whatever interests them, and special projects such as albums, stories and exhibits are planned around the pictures. The children are encouraged to show their photographs to classmates, teachers, family and friends and to tell about them in any way they can—signing, talking, writing and pantomime.

Results of the project so far have been very encouraging, since the cameras offer a nonverbal, nonacademic way for the children to succeed in expressing themselves. Almost all of the children have learned to operate the cameras and have contributed photographs to the classroom exhibits. Everyone involved—children, parents and teachers—is enthusiastic about the project and optimistic about the cameras' potential to improve communication.

The project is supported by a grant from New York University and an equipment donation from the Polaroid Foundation.

communication so I could become better acquainted with my new neighbor.

Our next meeting was much better. We communicated on paper. It was then that she told another neighbor (Jean also) and myself about the TTY. That was in July of 1973. On that day Jean, my neighbor and I decided to try to buy a TTY for Jean and Joe. Our plan was to collect pop bottles and newspapers and return them for cash.

We immediately began with as much enthusiasm as an uncorked champagne bottle. We were thrilled with every donation and were most willing to drive almost anywhere in the city for a few bottles. As more people heard about our project we got more people involved. Pat joined us (another neighbor) and worked so energetically she always boosted our morale on slow weeks.

In July, we had spoken vaguely of pre-

senting them with a TTY for Christmas. But by the end of November we were not even halfway there. Enthusiasm and desperation always inspires great ideas for we decided to try a bake sale in the midst of the Christmas rush at a busy shopping centre.

We contacted a few housewives on the block who contacted more and before we knew it we had 25 women volunteering their time and ingredients to bake everything from bread to cookies. The sale was a success and we came very close to our goal.

The three of us sat down many times and discussed the overwhelming generosity of the people. Everyone was working on short notice, very close to Christmas but with so much concern that the Procyks would see their TTY soon.

Pastor Bauer, from the Church for the Deaf, took care of all the paper work involved in ordering a TTY and setting it up. He was a great help to us every inch of the way after we presented our idea to him in November 1973. When we called him at the end of December to tell him how close we were to the end he laughed with joy.

On February 3, we all gathered and brought Jean and Joe over under the pretense of a party for a neighbor's birthday. We showed slides of all the neighbors and had written captions with them of all our projects which led up to that day and finally unveiled the TTY. Jean and Joe were very surprised. The card that everyone signed included old neighbors we had contacted and friends of friends that asked to be included. We even had a mother of one of our neighbors from Nova Scotia included in the list of friends.

I think I speak for all of us when I say that Jean and Joe are not your average couple. They make each of us aware of things we take for granted and they are much more patient and understanding people. And all the 39 people included in the project just wanted to express their love for fellow neighbors that we all respect and enjoy.

Jean, Pat and myself now feel that we will never forget the way the entire neighborhood came forward without prompting. Just by word of mouth, one by one became involved, and many people out of our neighborhood who heard about our projects donated bags and garagefuls of bottles so generously.

Jean and Joe now enjoy many hours on their TTY and we are all very happy we had a hand in their new means of communication. For because of their inspiration we have expanded our minds and opened our hearts to much more of life that did not exist before we met Jean and Joe.

Wilma Coutts

P.S. We three are now able to talk in sign language to the Procyks and they are unbelievably patient teachers to us.

Edmonton, Alberta, Canada

## Letter to the Editor

Dear Editor:

In the November 1973 issue of THE DEAF AMERICAN you invited letters to the Editor "citing unusual incidents or satisfactory relationship on being good neighbors." The following is our story.

Jean and Joe Procyk are our neighbors. They are both deaf with no children. They live in a neighborhood of all hearing people that range in ages and occupations.

The first time I met Jean I was honestly at a loss to communicate. Jean does not lipread and therefore, I couldn't make myself understood by talking to her. She felt my awkwardness and did all the "talking." I thought about our first meeting and was determined to find a method of

## Citations Of 1974 Gallaudet College Honorary Degree Recipients

### Mervin D. Garretson

on being presented the degree of  
**Doctor of Laws, Honoris Causa**

Deafened at the age of five, Mervin D. Garretson has become a nationally and internationally recognized educator of the deaf. He received his Bachelor of Arts degree from Gallaudet College in 1947 and his Master of Arts degree from the University of Wyoming in 1955 with Phi Kappa Phi honors.

As Principal of the Montana School for the Deaf from 1950-1962 and more recently as Principal of the Model Secondary School for the Deaf, located on the Gallaudet College Campus, he has made significant contributions to the field of education of the deaf through his skill as an administrator and as a developer of innovative educational programs for the deaf. Mr. Garretson was a member of the group which founded the Junior National Association of the Deaf to give young deaf people the opportunity to develop their leadership ability. He was a leader at the national level in the development of the Council of Organizations Serving the Deaf and served as the first Executive Director of the Council. He has also served on the President's Committee on the Employment of the Handicapped.

At the international level, Mr. Garretson serves as a member of the Board of Directors of the World Federation of the Deaf and is co-chairman of the Commission on Pedagogy for the World Congress of the Deaf in 1975. He also served as a member of the UNESCO task force which developed a program manual for deaf education in underdeveloped and developing countries.

Mr. Garretson has worked all his life to improve educational services for the deaf as a teacher, a lecturer at the collegiate level, an administrator, and a national and international leader. It is with great pride that Gallaudet College recognizes the accomplishments of one of its own sons.

### Albert H. Quie

on being presented the degree of  
**Doctor of Laws, Honoris Causa**

Albert H. Quie, Congressman from the First District in Minnesota, is a strong

supporter of legislation to provide Federal aid to education. After receiving his Bachelor of Arts degree from St. Olaf College in 1950, he served first as a state senator in Minnesota. He came to the Congress in 1958 and is currently the ranking minority member of the House Committee on Education and Labor.

In this position he has been instrumental in the development and enactment of many legislative programs to aid the handicapped. He was responsible for a provision to set aside ten percent of funds appropriated for the Head Start Program and for Vocational Educational State Grants to be used for services to handicapped children. Congressman Quie also authored the Handicapped Child Early Education Assistance Act and is currently supporting a provision to have handicapped children count one and one-half times in the distribution of funds under the Impacted Area Aid program. He played a major role in the development of the Education Amendments Act of 1972 particularly in the area of student assistance and authored the Occupational Education Act which is a part of those amendments.

In addition to his efforts in the field of education, Congressman Quie has been active in enactment of farm legislation and conservation legislation. He has been instrumental not only in the development of legislation to aid handicapped children, but also in the drafting of legislation designed to help provide all of the nation's children with a good education. We are pleased to recognize him today for his services to handicapped people as well as his broader contributions to the quality of education in the nation.

### Robert H. Weitbrecht

on being presented the degree of  
**Doctor of Laws, Honoris Causa**

Born deaf, Robert H. Weitbrecht has used his scientific knowledge and training to open new avenues of communication for deaf people. He obtained his Bachelor of Arts degree from the University of California in 1942 and his Master of Science degree from the University of Chicago in 1951.

Mr. Weitbrecht is the inventor of the PHONETYPE Acoustic Coupler which has

made it possible for deaf people across the nation and also in England to feasibly and economically use regular telephones in conjunction with teletypewriters. This achievement represents a major breakthrough in communication for deaf people. He has also developed several additions to the PHONETYPE which make it possible for a deaf person to know when his phone is ringing and to take advantage of Message Control Units such as Dial-A-News. He is currently Vice President of the deaf-owned and operated Applied Communications Corporation in Belmont, California, which specializes in the research and development of communications devices to help deaf people.

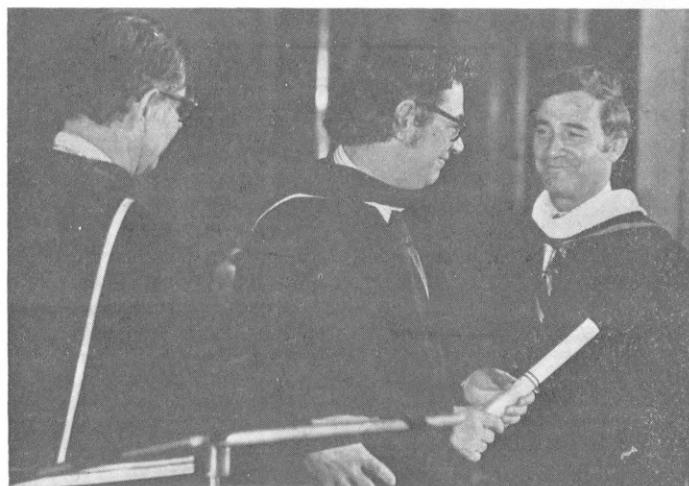
In addition to his work in the area of communication for the deaf, Mr. Weitbrecht worked for many years as a research physicist and designed and developed the astronomical camera instrumentation for the famous Mt. Lick Observatory. In 1969, he was one of the ten nominees for the Outstanding Handicapped American of the Year Award. He is indeed a fine model for our deaf young people to follow. Gallaudet College is pleased to further recognize the work of Mr. Weitbrecht has done in the fields of physics and astronomy and to salute him for the practical services he has rendered to deaf people everywhere.

### Craig Mills

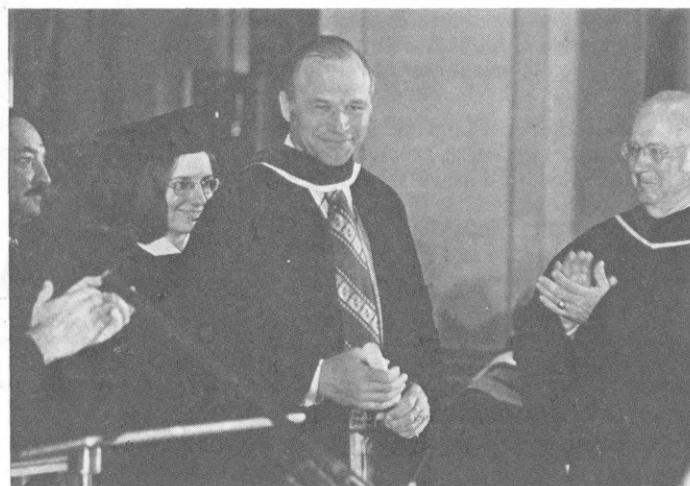
on being presented the degree of  
**Doctor of Laws, Honoris Causa**

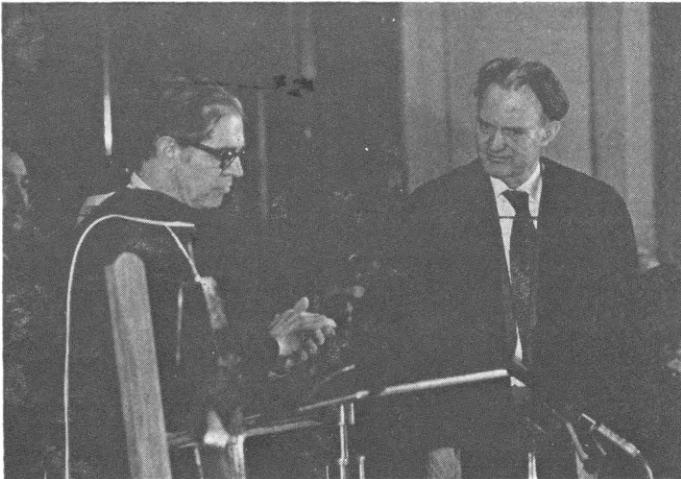
Craig Mills is a national leader in the field of Vocational Rehabilitation and especially in the area of services for the deaf. Born in South Carolina, he received his Bachelor of Science degree from the University of Florida and his Master of Science degree from Florida State University. After serving four years in the United States Army, he began his career in vocational rehabilitation in the State of Florida.

Since 1966 he has served as Director of the Division of Vocational Rehabilitation in the Florida Department of Health and Rehabilitative Services. In this capacity he has had a significant impact on the quality of rehabilitation services for the deaf. He has no family connection with



Left: Mervin D. Garretson (center) receives his honorary degree from Dr. Robert Frisina. Gallaudet College President Edward C. Merrill, Jr., is at the left. Right: Congressman Albert H. Quie (center) has received his degree.





Left: Robert H. Weitbrecht receives his honorary degree from Dr. Merrill. Right: Craig Mills (left) accepts his degree from Dr. Boyce R. Williams.

deafness; his interest in the deaf did not stem from some fortunate personal friendship with a deaf person. Rather, Mr. Mills, as State Director, listened carefully to the clients his agency is supposed to serve and realized that the dissatisfaction with Vocational Rehabilitation service voiced by deaf adults was not without substance.

As a result of this new awareness, he made a personal commitment to learn the sign language and, since 1969, has served on the National Advisory Board for

the National Association of the Deaf's Communicative Skills Program. His State agency now leads the nation in the number of Vocational Rehabilitation workers professionally oriented to the need of deaf people. As president of the Council of Administrators of State Vocational Rehabilitation, he established a Task Force on Deafness within that group and urged his fellow state directors to make a greater commitment to meeting the needs of deaf people. As a member of the National Policy Committee of the National Re-

habilitation Association, Mr. Mills was instrumental in developing the Model State Plan for Rehabilitation of Deaf Clients. Mr. Mills' efforts on behalf of deaf people have helped to reshape Vocational Rehabilitation services for the deaf, not only within the boundaries of his own state, but also, nationwide. He has become a valuable resource to the deaf community and the community of people serving the deaf, and Gallaudet College is pleased to salute him today.



#### Deaf Louisianian Seeks Office . . .

## Joe Benedetto Announces For School Board

**Editor's note:** On June 29, 1974, Joseph Benedetto, announced his candidacy for the Jefferson Parish School Board, District 4, Metairie, Louisiana. The text of his news release:

Joseph M. "Joe" Benedetto, a resident of Metairie for 26 years, today announced that he will seek the Democratic nomination for the Jefferson Parish School Board District Number Four Seat.

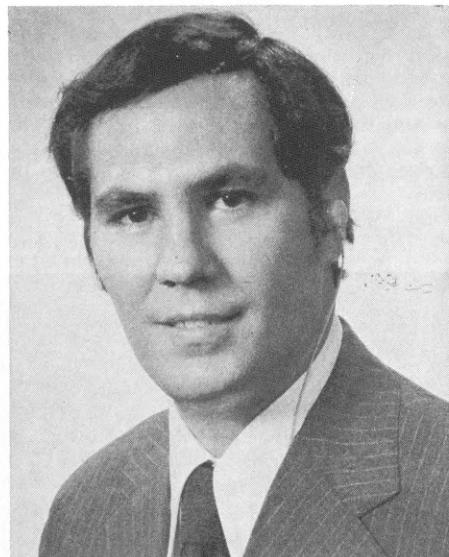
In announcing his candidacy, Benedetto said that he was "first and foremost, an educator, not a politician."

Benedetto also said that he was "interested in quality education for our children" and that he would "work towards the elimination of the platooning system as well as the problem of overcrowded schools."

He feels that his long residency in the district and awareness of its particular problems provides him with the insight towards best representing the wishes of its residents. "My vote on the School Board," Benedetto said, "will be a vote in the best interests of the people of District Four."

Benedetto, a 27-year-old teacher at the Louisiana State School for the Deaf, attended St. Catherine of Siena Elementary School and graduated from St. Aloysius High School in New Orleans.

In 1970, he received his B. A. from Gallaudet College in Washington, D. C. and is presently working towards his master's



Joseph M. Benedetto is running for the Fourth District Seat of the Jefferson Parish (Louisiana) School Board in the Democratic primary election on August 17. He is, as far as the DA has been able to ascertain, the second deaf man to run for public office in modern times.

degree in education at Western Maryland College.

Benedetto is a member of the Louisiana Teachers Association, the Louisiana

Speech and Hearing Association, the Conference of American Instructors of the Deaf and serves as vice president of the Louisiana State School for the Deaf Parent-Teacher Association.

He is the son of Michael P. Benedetto, a local realtor, and is married to the former Constance Greenlee.

#### Golden West College

(Continued from Page 14)

Club and are shown at least twice a year. The last play, "Arsenic and Old Lace," was well received and three performances were sold out.

Workshops in interpreting skills are conducted on campus whenever possible and are attended by participants from the community and schools in the wide area. The overall purpose of these workshops is to acquaint potential interpreters with signs used in the classroom and to have them evaluate themselves in various skills in interpreting.

Credit for success of the Golden West program should be extended to the interpreters—for without them, services would not be made available to the hearing impaired students.



# interprenews

Contributed Monthly by the Registry of Interpreters for the Deaf

P.O. Box 1339, Washington, D.C. 20013

Jane Beale, Editor

## RID EXECUTIVE BOARD

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## RID Convention/Workshop A Great Success

Workshops and other activities brought 404 participants to the 3rd RID Convention/Workshop held in Seattle, Wash., June 26-29, 1974.

Workshops were conducted in the following areas—"We're OK, They're OK" (group dynamics); "Critique Interpreters"; "Instructing Manual Communication Classes"; and "The Rehabilitation Scene—What Interpreters Need to Know."

Our thanks to the Washington State RID to Convention Co-chairpersons Judie Husted and Alice Burch and to all of their committees who worked so diligently to make the Convention a great success.

The September and October issues of *interprenews* will discuss the Convention/Workshop in greater detail.

## RID Distinguished Service Award

The recipient of the RID Distinguished Service Award presented at the convention banquet June 29 is Betty Edwards of Clearwater, Fla.

A committee, chaired by James Stangarone, selected Mrs. Edwards from eight persons nominated by RID members. Others nominated for this award: Virginia Hughes, Eleanor Collins, Agnes Foret, Carl Kirchner, Lottie Riekehof, Marguerite Moore and Barbara Brasel.

The following testimony was submitted with letters of nomination for Betty Edwards:

"She is deserving of the Registry of Interpreters for the Deaf Distinguished Service Award because of her excellent assistance to the deaf in the areas of health, community services, education and personal counseling. She has given the deaf her interpreting skills, her talent and her time for many years without asking for payment. Her valuable help and direction has made many, many deaf people succeed in areas which were formerly closed to them. Her organizational ability has provided the impetus for many worthwhile projects in groups working to improve the lives of the deaf in her state. She is an exceptional person whose hands not only work to communicate with the deaf, but they also work to create an awareness of the needs of the deaf to business

and the community. Her helping hands have become a major asset both to the deaf community and to all of the people who seek to improve the quality of the lives of the deaf."

## RID Board Adds New Member

RID board members for fiscal year 1973-74 were re-elected to serve during the coming year. James Stangarone (Co-ordinator of Interpreting Services, NTID) was elected to fill a vacancy on the board.

RID members were given the opportunity to nominate persons for the Board of Directors. The election was held at the convention, with members not attending allowed to vote by proxy.

\* \* \*

This month's column features an article written by the Georgia RID about a contract it was recently awarded by the Georgia State Department of Human Resources to work as referral service in contracting interpreters.

## GRID Contracts With State Agency

The Georgia Registry of Interpreters for the Deaf has been working to establish a contract arrangement with the Department of Human Resources within the government of the State of Georgia. The effort to establish this contract resulted in the passage of Georgia Senate Bill 506 which required interpreters in all judicial and administrative proceedings. In Section 4 of this bill it is required that the Department of Human Resources establish and maintain a list of qualified interpreters and to contact interpreters when requested by any appointing authority. This bill was passed in the 1974 General Assembly. Upon its passage members of the Georgia Registry of Interpreters for the Deaf began to investigate the possibility of contracting with the Department of Human Resources to satisfy the requirements of the bill.

After a great deal of work on this particular contract it was finally signed on June 17, 1974, by the Commissioner of the Department of Human Resources. The contract provides the Georgia Registry of Interpreters for the Deaf with \$12,000 for a one-year period, renewable annually. This contract will permit the Registry of In-

terpreters for the Deaf in Georgia to establish and maintain a full-time office to receive calls throughout the state for co-ordination of interpreting services in judicial and administrative proceedings.

Several considerations were taken into consideration in negotiating this contract. They were: 1) establishing of a full-time office with secretary; 2) monies necessary for office supplies, telephone and mailing and 3) monies available for training and development of interpreters throughout the State of Georgia.

Estimates were made on the amount of money required in each of these particular areas and the contract was drawn up. Sufficient funds are allotted for this first year of operation to maintain the full-time office, contact all judicial subdivisions of the state, lawyers, and to provide money for training development of interpreters.

The Georgia Registry of Interpreters for the Deaf is looking ahead with this particular contract and anticipating the office maintained by the Georgia Registry of Interpreters for the Deaf will eventually grow into a comprehensive referral service for the deaf in the State of Georgia. We expect to keep accurate records of all incoming calls, those related to interpreters and those which are received from deaf people and others requesting information concerning the deaf or help in other areas. With this kind of data collected from this office we hope to be able to expand the contract with the Department of Human Resources into other areas and eventually to provide a full comprehensive referral agency.

Details of the contract and other activities leading up to the actual signing of this contract are available in a manual being published by the Georgia Registry of Interpreters for the Deaf. This manual may be obtained by writing the Georgia Registry of Interpreters for the Deaf, P. O. Box 323, Clarkston, Ga. 30021.

THE DEAF AMERICAN now carries  
RID's *interprenews*

NYU's Deafness & Research Center's  
Newsletter

# A Surprise! Georgia Wins National Track Crown

Sophomore Drexel Lawson Runs 48.9 in 440; Wins Two State Titles For North Dakota By Himself; Ron Odom of New York Is Undefeated In Sprint Events In Four Years; Washington's John Och Sets National Deaf Prep Javelin Record; Florida Is Winner In Girls Meet

By ART KRUGER, Sports Editor

7530 Hampton Avenue #303, West Hollywood, Calif. 90046

A wide-open scramble for team honors, a record in the javelin, some tremendous competition in several events and the usual concentration of many of the nation's top deaf prep track and field performers.

This was the 32nd annual mythical National track and field championships.

**It was a year to remember for the Georgia School for the Deaf and also Drexel Lawson, sensational sophomore of the North Dakota School for the Deaf.**

And, even as John Hunter of Idaho was turning in a superlative mile-two-mile double, Georgia and Lawson were just as much in the spotlight.

The Georgia School for the Deaf Tigers had a great year in sports. They had a fine 6-3-0 grid season, had the best deaf prep winning record in basketball with a 18-won, 5-lost mark and next they clinched the mythical national deaf prep trackfest for the first time in the history of the school.

Under new coach Greg Cordle, the GSD Tigers outdid former champion St. Mary's School for the Deaf of Buffalo, N.Y., 74½ to 61. Defending champion Washington took third, notching 54 points. North Dakota, featuring brilliant athlete Drexel Lawson, followed, logging 47 points. New York, paced by undefeated sprinter Ron Odom, was tied for fifth with Idaho, each posting 37½ points.

The Cave Spring-based school's only individual victory came in the 120-yard high hurdles, where George Houston ran 15.7 to edge Terry Berrigan of St. Mary's and Ross Stiller of North Dakota. But the Tigers scored in 10 out of 18 events especially 28 points in three relay events to make it a runaway for their first team title.

The thinclads of the Georgia School for the Deaf let their deeds do the talking for them during the track season which wound up with the State Class B at Jefferson, May 16-18, 1974. And Coach Greg Cordle's boys brought back a second place trophy in Class B competition from the Northeast Georgia town.

**It goes without saying that GSD emerged as the real track surprise for 1974 and there's every reason to believe they will continue to be a dominating factor in track for years to come. However, it may be sometime before they are able to equal the feats of the 1974 team.**

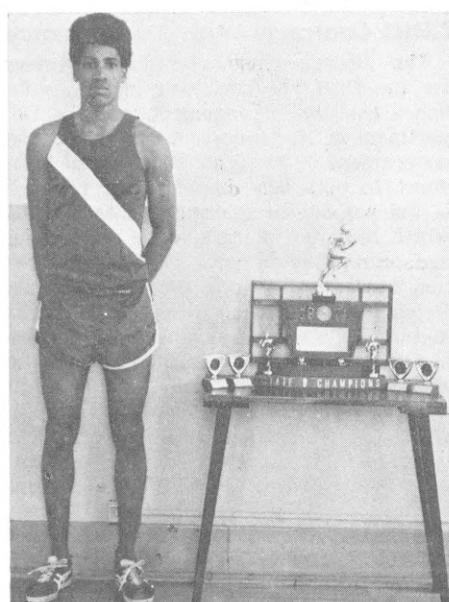
The Tigers first served notice on the rest of the teams when they placed second in the strong Gordon Lee Relays. A week later they climbed to first in the Armuchee

Relays and then they proved this wasn't a fluke when they won the Rome News-Tribune Relays a week later. They capped it by finishing far ahead of the field in the annual Region 6-B track and field championships at Barron Stadium in Rome.

By this time there was no doubt in the minds of fans that the Tigers were a force to be reckoned with in the State Class B meet. And a second place finish in team competition is something to be proud of.

Willie Wooten got the Tigers their first winning effort at Jefferson when he cleared six feet in the high jump. Then Michael Watson added another first with a 51.2 run in the 440-yard dash. Add to that a second place by the Tigers' mile relay team, third place finishes by Roy Thomas in the 220 and George Houston in both the high and low hurdles, plus a fifth place by the 440-yard relay team and a sixth place by Randy Shaw in the 440-yard dash.

The mile relay team, for example, was clocked at 3:29.7 and still finished only second, but this was tops among deaf prep mile relay teams in the nation. Members of that team were Rudolph Smith, Mike Brown, Shaw and Watson.



**DEAF PREP TRACKMAN OF THE YEAR**—Drexel Lawson, sensational sophomore thinclad athlete of North Dakota School for the Deaf, is shown at the left with the State Class B Indoor Championship trophy and four individual trophies when he won singlehandedly by scoring all of the school's 19 points. NDSD shared the indoor title with Pettibone High School. It was the first indoor title ever in the school's history. Drexel took first in the 60- and 220-yard dashes, second in the 440 and third in the 60-yard low hurdles. At right Drexel is shown with his proud Coach Dwight Rafferty displaying the State Class B Outdoor Championship trophy which NDSD won on Lawson's one-man 22-point performance at Wahpeton May 31-June 1, 1974. This was also NDSD's first State outdoor title. Drexel won first places in all three dashes and took second in the 180-yard low hurdles. He had run the 100 in 9.9, the 220 in 22.4, the 440 in 48.9 and the 180 lows in 20.4 this year.

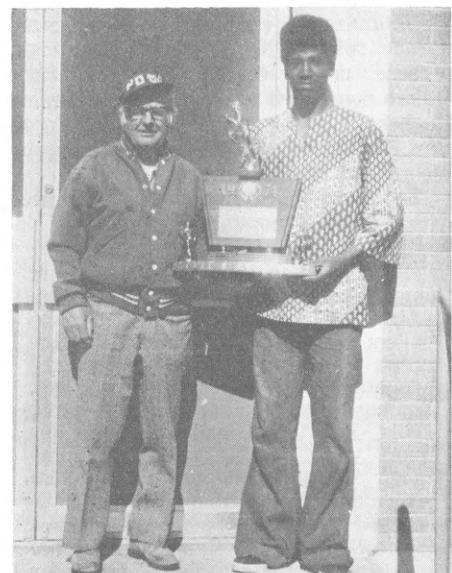
In addition the GSD thinclads won seven out 10 dual meets.

Individually, there were a number of excellent performances. Drexel Lawson was outstanding and was picked as the Deaf Prep Trackman of the Year.

**Only a sophomore, Lawson won TWO state Class B titles for North Dakota School for the Deaf all by himself.**

A 6-foot, 150-pound speedster, Lawson was the whole show for NDSD at the State Class B **indoor** meet at the North Dakota State University Fieldhouse, April 6, 1974. Competing against the state's best, Drexel turned in a Herculean effort with firsts in the 60-yard dash and the 220-yard dash. He then used a terrific kick to pull within a foot of the tape in the 440 for second. A false start in the 60-yard lows made him cautious. He was unable to close the yard gap on last year's state champion, but finished third to cap a tremendous day which included running three 60s, three 60 hurdles, two 220s and two 440s. His 19 points enabled NDSD to tie Pettibone High. Thanks to Lawson, this was the first indoor title for NDSD.

**And June 1, 1974, will have to go down as a date to remember in the sports history of the North Dakota School for the Deaf.** It marks the day a brilliant deaf trackman upset all the dope and won three



firsts and one second to give NDSD its first outright outdoor track championship in Class B at Wahpeton. **The performance of Lawson was by far the most awesome effort of the day as he ran all four events within the span of an hour. Three of his events came in succession.**

Lawson became the darling of the very large crowd. Everyone was pulling for him and when he capped everything by winning his final event, the 220-yard dash, in the final 10 yards, it is regrettable that he could not hear the thunderous applause. His 22-point total gave the Devils Lake school the title by one point over surprising Parshall High.

Drexel started his extraordinary feat by qualifying for the finals in all four of his events Friday afternoon. Saturday afternoon, he began his title chase with a victory in the 100 by a foot over South Heart High's defending champion Kevin Kudrna. Then came the three back-to-back grueling events which many thought he could not surmount. Starting off with an easy victory in the 440, also over Kevin Kudrna, he was back in a few minutes to take second in the 180 lows behind Leonard High's John Harris, who singlehandedly won the state title for his school last year. Barely having time to catch his breath, he topped it all off with a final surge in front of the stands to ace out Tuttle High's Bob Fredrickson by about five yards. And the crowd gave him a standing ovation.

Lawson is always a center of attention at track meets and his serious manner and blazing finishes have become trademarks.

**"It's hard to describe him," said Coach Dwight Rafferty. "But he's the best runner I've had in 30 years."**

Rafferty described Lawson as a "regular guy" who takes his running very seriously.

"He's all business at a track meet," Rafferty said. "But he's one to joke and clown around with the boys at other times."

**Lawson noted that a faster start could take its toll in most races and he seems to prefer catching people rather than racing ahead.**

But Rafferty had another explanation for Lawson's apparent drifting starts. "I suppose he could start faster, but why complain if he wins the way he did at the State meet," the happy coach said. "We were not shooting for records—just wins. Three back-to-back events is too much for all-out running."

**However, Lawson set four school records in his specialties this year.** In the District Meet at Grand Forks' Cushman Field May 23, 1974, he won four events and he broke the District's 10 flat in the century in 9.9. **This topped the 10.2 time held by the great Rolf Harmsen, now an AAAD Hall of Famer, who set the mark 52 years ago.** Then he was honored with an invitation to the St. Mary's All-Star meet May 25, 1974, in Bismarck and responded by stealing the spotlight in the 440. He ran a brilliant 48.9 quarter to tie the all-time

state 440 record set last year by Bismarck High's Bruce Perry when he outraced Minot Ryan High's Blake Derhak (previously unbeaten) who finished second in 50.7. And Lawson again was NDSD's sole representative in the initial running of the Grand Forks Knights of Columbus All-Star meet, May 27, 1974. After taking third in the century, he, more determined than ever, came back to take the 440 easily in 49.8, then vanquished Crookston High's heralded Don Moore, one of Minnesota's top high school sprinters, by 15 feet in winning the 220 in 22.4, another school record. Not considered a threat to Fargo South's top 180 low hurdler, Phil Johnson (who incidentally beat Leonard High's John Harris in the St. Mary's All-Star Meet), Lawson came out of the pack in the straight to catch and pass the front-running Fargo South star to win in 20.4, his best this season. **Incidentally this bettered the school's record of 20.7 set by John Nesvig in 1961. Nesvig was the only NDSD athlete who competed for the United States at the World Games for the Deaf in Helsinki, Finland, in 1961.**

Lawson seems destined to become the best known high school track star in North Dakota if he isn't already and he has set some lofty goals. Next year he hopes for 9.8 in the century, 22 flat in the 220, 48 flat in the 440 and under 20 seconds in the 180 low hurdles. He is capable of an under-22-second 220 easy if pushed. With two more years of competition left maybe we'll see it yet. Coach Rafferty said next year he may try some experimenting so Drexel can get away from those three back-to-back events (440-180-220) and really go all out.

**Lawson scored 256½ points in 12 meets this year, and had five four-event sweeps of 24 points.** And because of him the NDSD track team had a very successful year. It finished the season with two state titles (indoor and outdoor), three conference championships, a second in the

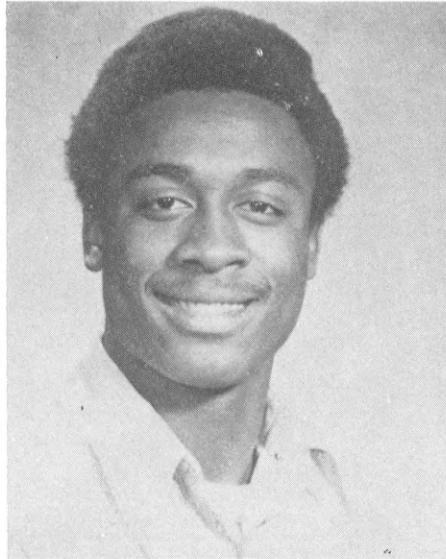
district, one other second, three thirds and one fifth. The team amassed a season total of 511 points for the best ever despite having three meets cancelled.

**Ron Odom, senior at New York School for the Deaf in White Plains, was the other standout deaf prep track star.** He turned in two 9.9 centuries and several 22.0s in the 220. And on May 15, 1974, he covered the 100 in 10 seconds flat and sprinted the furlong (his best event) in 21.6 seconds at the Westchester Private and Parochial Schools Athletic Association meet, newly christened the Red Klein Memorial Track and Field Championships. **He was undefeated in the sprint events in four years of high school competition, both in dual meets and tournaments.** He holds all the records for 100 and 220 in all of the tournaments that he participated in. He also had the honor of taking part in the seventh annual Glenn Loucks Memorial Track and Field carnival on Saturday, May 11, 1974. Held at the newly-surfaced White Plains High tartan track, the mammoth meet attracted 1,500 top high school athletes from 150 schools in eight states and Canada and is considered the biggest event in the East. Ron Odom tied East Providence (Rhode Island) High dash man Phil Hazzard in the 220-yard event with a 22.1 clocking. (Since the 220 finals were run in separate heats the judges had no other choice than to declare a draw for first place based strictly on the stop watch results.)

Ron Odom easily made the All-County Team for 1974. He will enter Denver Community College this fall.

**John Och of Washington was the only 1973 mythical national champion to repeat by taking the javelin at 188-feet, 6 inches. This bettered his own national deaf prep record of 184-4 set in 1972. His 188-6 toss was good for first place in the District Class A meet. He placed fifth in the State finals. Och is the same youngster who got a bronze medal in javelin at the Malmo Games.**

**John Hunter of Idaho replaced his former teammate Steve McCalley as national deaf prep champion in the distance runs.** He came up with brilliant wins in both the mile and two-mile runs at the State A-3 finals at Boise, May 18, 1974. He won the two-mile in his usual fashion but in the mile he and Nampa Christian High's Randy Ware run what they called a "tactical mile." Broken down of its simplest form, the two decided to just watch each other for three and three-quarter laps and then run a 100-yard dash. Craig Pate, Hunter's teammate, set the pace for three and one-half laps before the two favorites finally let loose with their kicks. Hunter won it by two or three yards in 4:37.0. The senior Redskin ace won the District A-3 mile in 4:30.2 for his best time of the year. He captured the State two-mile title with a fine 9:44.8 effort, best in the State of all classes. Craig Pate came through with a third in the two-mile and a fourth in the mile to help build up points for ISD's third place tie in the State meet and also helped



**NO. 1 DEAF PREP SPRINTERR**—Ron Odom of New York School for the Deaf at White Plains was undefeated in the 100- and 220-yard dashes in four years. His best times in those sprint events this year were 9.9 in the 100 and 21.6 in the 220.



**DOUBLE WINNER**—John Hunter of Idaho School for the Deaf strides across the line ahead of Nampa Christian High's Randy Ware for the mile title to go along with the two-mile crown he won earlier at the State A-3 track meet. A senior, John is the nation's No. 1 deaf prep distance runner.

the Gooding-based school to finish 1-2 in both distance runs in the mythical national deaf prep trackfest as Pate did 4:41.5 in the mile and 9:55.5 in the two-mile at the State finals.

**The 300-yard intermediate hurdles is a brand new event in the mythical meet as the 180-yard low hurdles is no longer run in several states.**

Drexel Lawson had the best time in the 180 lows in the nation (20.4), but he, being a fine quarter miler, no doubt could take the 330 IH in about 38 seconds.

Besides those three great tracksters—Lawson, Odom and Hunter—a pair of 215 pounders were the other double winners of the mythical meet, Mark Meyers of St. Mary's and Andy Helm of Washington. Meyers won the shot put and the discus, while Helm was the best in the high jump and the triple jump.

**South Dakota finally had a trackster on the national map. He was Lyle Grate, only a freshman at the school.** He placed first in the pole vault and fourth in the 440 in the national mythical meet. He set two Region 5B marks when he upped his career best in the pole vault to 12-6 and took the 440 in 51.8 (another best time in the Class B ranks this season). In the State Class B finals Grate placed first in the pole vault at 12-3, and despite a pulled muscle in his calf he was able to compete in the finals in both 440 and 220 and placed sixth in both events, 51.9 and 23.6 respectively.

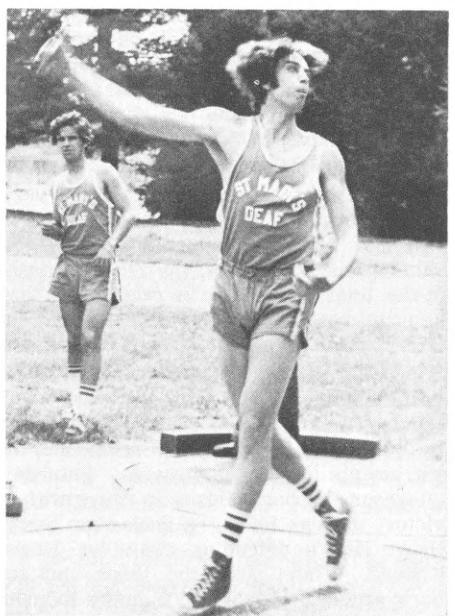
**What pleased us most was that several schools for the deaf started girls track for the first time this year.** Maybe our fine showing in women's track at both the Belgrade Games in 1969 and the Malmo

Games in 1973 had something to do with it.

Since we now have about 25 schools having interscholastic track teams, the scoring table for girls in the mythical national meet is now on a 10-8-6-4-2-1 basis instead of 5-3-1 as in previous meets.

With this new scoring table in the 7th Mythical National Girls Deaf Prep Track and Field Championship, Florida piled up 56 points to win its first girls title. Texas was a close second with 54 points, Oregon was a surprise third with 46 points, followed by Tennessee 35, Georgia 32 and Mississippi 29. The New York State School for the Deaf at Rome had the best 14-15-year-old group of any school and finished seventh with 26 points.

Renonia Fowler, who did GREAT at the Malmo Games, was the only triple winner of the mythical meet. She was first in both sprint events and the long jump. She was voted the outstanding performer of the Knoxville Interscholastic League meet as she won first in the long jump, third in the century and fourth in the furlong. She also took first place in the



**STRAIN OF VICTORY**—Discus thrower Mark Myers of St. Mary's gets off the best deaf prep throw of 147 feet, 4 inches. He also had the best deaf prep shot put mark when he tossed the 12-pound iron ball 51 feet, 1½ inches. He's 6-5 tall and weighs 215 pounds.

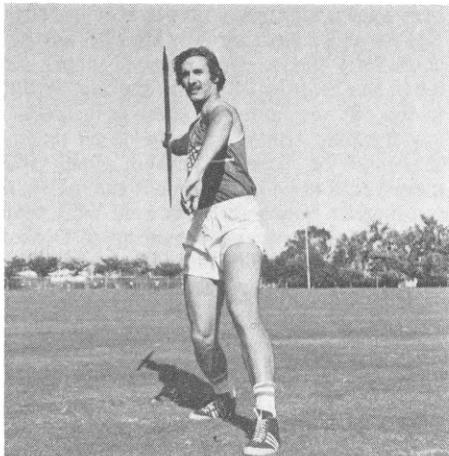
long jump in the Regional meet and second place in the State (all classes) finals, losing to a senior girl. Renonia will be a junior this fall and has two more years of high school competition.

**Another sophomore did remarkably well in track this year, Joni Hoover of Oregon.** She was a double winner in the mythical meet when she placed first in the 880 in 2:33.4 and the mile in 5:49.0, both new school records. Joni participated in the State AAU Women's Track and Field Meet at Aloha, Oregon, and placed third in the mile run with a fine 5:46.6 clocking. In order to keep herself in top condition for the 1977 World Games for the Deaf, Hoover joined the Portland Track Club and competed in several meets all summer.

Debra Carpenter of Texas, also a sophomore, was the other double winner when she placed first in the shot put and the discus.

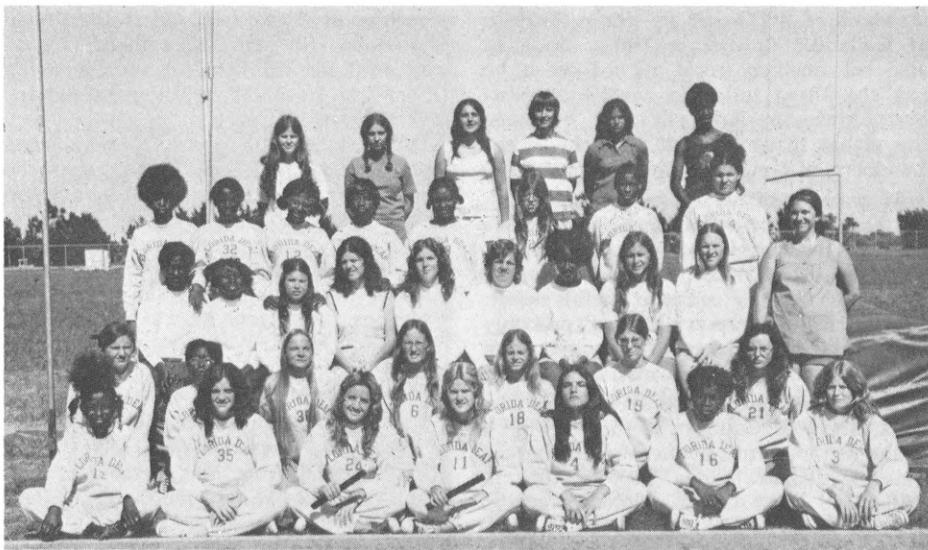
Louise Hudson and Camy Lange, both "Deaf Olympians" from Florida, retained their titles in their specialties—440 and high jump respectively. Both will enter Gallaudet College this fall.

**Mississippi, paced by two top-notch girl sprinters in junior Bobbie Scurlock and freshman Barbara Smith, won its third straight State Class B girls track and field championship.** Coach Tom Kearns said all of his girls will be back next year, so he is hoping for a fourth consecutive State title, which no other high school in Mississippi has ever won. The MSD lassies have not lost the 440-yard relay in the District, South Mississippi and State meets for three straight years. This year's time was 50.9, a new state record for Class B schools, but it was .1 off the school record of 50.8 set in another meet in 1973. The MSD 300-yard relay team has not lost also in three consecutive years in those three meets. Its



**THEY SET NEW WORLD DEAF RECORDS IN TRACK THIS YEAR**—Craig Healy (top), junior at California State University at Northridge, and Steve McCalley, freshman at College of Southern Idaho, a junior college at Twin Falls. Healy broke the global mark in javelin at 219 feet, 4 inches (66.85 meters). McCalley shattered three world standards . . . 4:18.2 in one mile, 15:12.5 in three miles and 30:35.0 in six miles.





**Florida School for the Deaf Dragons girls track and field team captured the 1974 mythical Deaf Prep Girls trackfest. This photo was taken after they grabbed the Northeast Florida Conference title. Team members (front row, from left): Judy Berry, Brenda Martz, Marcia Bailey, Marilyn Pait, Bea Dover, Exdel Webb, Jackie Bosworth; second row, Martha Yest, Shirley Waddell, Rhoda Hoffman, Joan Selman, Teri Maley, Shelly Bounback, Brenda McElmurray; third row, Janet Ware, Susie Breedlove, Donna Shoquist, Louise Hudson, Kathy Reid, Donna Pope, Bev Bostick, Camy Lange, Allison Harvey, Coach Mona Kitson; fourth row, Emma Nixon, Sherry Barnett, Willie Shoemaker, Rene Fields, Donna Wellowski, Vera Nix, Eve Winner; back row, managers Beth Perry, Brenda Smith, Joanna Burns, Suzy Beckmon, Desiree Hydes and Mary Edwards.**

best time for this event was 35.0, but it was also .1 off the school record of 34.9 set also in 1973. Bobbie Scurlock, also a "Deaf Olympian," set a new State Class B record in the 75-yard dash with an 8.8.

**There were two major all-deaf prep meets this year, the 11th annual Eastern schools for the deaf track and field championships and the 5th annual international meet involving three schools from Canada and three schools from the United States.**

The Fanwood school hosted the Eastern meet at White Plains, N.Y., on May 17, 1974, and St. Mary's captured this meet with 174 points, followed by the host school in a field of eight . . . New York 89, Maryland 63, Mt. Airy 59, West Virginia 43, American 39, Rhode Island 34 and MSSD 23.

**Five meet records were broken . . .** Ron Odom in both sprint events, John Confredo of Rhode Island in the pole vault and Terry Berrigan in the triple jump and the 330-yard intermediate hurdles. Below are records of the Eastern school for the deaf invitational meet:

Event	Record Holder	School	Year
100 yards	10.1 Odom	New York	1974
220 yards	22.3 Odom	New York	1974
440 yards	52.2 Black	West Pa.	1968
	Cerniglia	St. Mary's	1971
880 yards	2:03.1 Glenn	West Pa.	1971
One mile	4:41.4 Backofen	American	1968
Two mile	10:22.6 Byers	Virginia	1972
120 HH	15.9 Barton	Ontario	1972
330 HH	41.8 T. Berrigan	St. Mary's	1974
Shot Put	51'43" Klimaszewski	Rhode Island	1973
Discus	148'3" Klimaszewski	Rhode Island	1973
Long Jump	22'5" P. Berrigan	St. Mary's	1971
T'ple Jump	42'6" T. Berrigan	St. Mary's	1974
High Jump	6'1" Cannon	Rome	1971
440 Relay	45.2 Sewell	Maryland	1966
	Smith		
	Reedy		
	Riley		
880 Relay	1:33.0 Dunlavy	St. Mary's	1971
	Wyatt		
	P. Berrigan		
	Cerniglia		
Mile Relay	3:38.5 Webster	No. Carolina	1973
	Melvin		
	Brown		
	Pearson		

tory over Canada in this fifth annual international trackfest. Schools from Milton, Belleville and London represented Canada.

The St. Mary's boys collected 162 points and had double winners in Frank Duchini and Mark Meyers. Duchini won the high jump at 5-11 $\frac{1}{4}$  and took the 880 in 2:09.5. Meyers won the shot at 48-11 $\frac{1}{4}$  and discuss with a toss of 124-10. Other winners for the Saints were Rich Carrus with a 11:11.0 in the two mile, Ed Suttell's mile of 4:52.3, Don Davis in the 440 in 54.1 and Terry Berrigan in the 120 yard high hurdles in 15.9.

The Michigan boys helped the USA win the international meet with 90 points and four first places. Larry King won the 100 in 10.5, Wilbert Hare took the 220 in 23.6 and MSD's mile relay squad of Mike LaFontaine, Carl Evans, Bob Audette and Kiri Ingram was first in 3:48.5. Larry King, Larry Etkie, Wilbert Hara and Rod Seuck formed a winning 440 relay squad (46.2).

The Rome school boys added 22 points for the United States.

**The Milton School for the Deaf of Milton, Ontario, was the outstanding entry for Canada, amassing a team total of 240 points. The boys team totaled 110 points and the girls team led the girls division scoring with 130 points.**

Derek Cooper was a double winner for Milton, winning the long jump at 21-4 $\frac{1}{4}$  and the triple jump at 44-3 $\frac{3}{4}$ . The Milton girls had two double winners, B. Wilhelm in the mile run and the long jump and Helen Gibson in both sprint events, 12.5 in 100 and 29.6 in 220.

**The Rome girls turned in outstanding girls team performances for the United States with 104 points, followed by Michigan with 71 points and St. Mary's 38. And the three-school USA girls team had a total of 213 points to defeat the Canadian girls team which had a combined total of 146 points. The USA girls winners in the girls division were Christine Clark of St.**



**THEY'RE ALL SMILES AFTER WINNING THE CASCO HIGH SCHOOL LEAGUE MEET—The lassies representing Oregon State School for the Deaf scored 151 $\frac{1}{2}$  points to clinch the all-league title. And OSSD participated in the State finals for the first time when its four girls, Joni Hoover, Lisa Smith, Rebecca Betty and Jackie Bair, qualified for the State meet. The OSSD thinclad girls, from left to right: FRONT ROW—J. Jiminez (Manager), Lisa Smith, Joni Hoover, Jackie Bair, Rebecca Betty, Roxane Smith. BACK ROW—Kelli Davis, Connie Crowe, Donna Hayes, Elaine Rice, Vickie Sprinkle, Teri Menz, Marie Bellotti, Debra Crouch, Terra Campbell, Coach Janice Logan. They were the reason why OSSD took third place in the mythical national meet.**



**DOUBLE WINNER IN THE MYTHICAL NATIONAL DEAF PREP GIRLS MEET**—Sophomore Debra Carpenter of Texas School for the Deaf was a consistent winner in the shot put and the discus all season.

Mary's in the shot put (30-9½), Cathy Armstrong of Michigan in the high jump (4-7) and Debra Clark of Rome in the 440 in 68.3.

And there was a three-way deaf prep meet in the Midwest. Results: Wisconsin 71, Iowa 59 and Nebraska 34.

P.S.: A fine deaf prep sprinter who is to be watched, Curtis Garner, only 15 years old and a freshman at the Mississippi School for the Deaf. He captured first place in the 100 in 10.2 and took third place in the 220 in 22.4 at the Regional meet. He placed third in the 100 in 10.4, and fourth in the 220 in 22.5 at the state finals.

#### Two 'Deaf Olympians' Set World Deaf Records

Steve McCalley, a freshman at the College of Southern Idaho (a junior college at Twin Falls), and Craig Healy, a junior at the California State University at Northridge, are two tremendous persons, dedicated to hard work.

McCalley had a very good year in track at CSI this year. In the Region 18 junior college championships at Eugene, Oregon, May 17, 1974, Steve shattered the region and world deaf six-mile record. The Idaho School for the Deaf grad posted a remarkable 30:25.0 which would be good enough for him to win the 10,000 meter run at the World Games for the Deaf. (Nikolai Vasiliev ran the 10,000 meters in 30:35.0 for a new global mark at the Malmö Games last year.) More impressive was the fact that the weather was rainy, cold and windy. McCalley then came back to place fourth in the mile run Saturday in 4:18.2, which bettered the world

standard of 4:23.6 set by Steve Baldwin of Gallaudet College in 1967. McCalley also set another world record when he ran the three miles in 15:12.5 at Rexburg, Idaho, on April 16, 1974, eclipsing the global mark of 15:20.6 set by Terry Lundberg of Gallaudet College in 1969.

**As a result of his six-mile win, McCalley earned the right to participate in the national junior college finals at Houston, Texas, May 23-24-25, 1974.** He was the first deaf ever to compete in this meet. He did not do very well there, probably due to the high temperatures and high humidity.

In case you don't remember, it was the same Steve McCalley who did very well in the distance runs at the Malmö Games, finishing fourth in the 1,500 meters in 3:58.1 and sixth in the 10,000 meters in 32:09.6, both new American Deaf standards.

Werner Wennerstrom broke the 19-year-old World Deaf record in the javelin with a throw of 214 feet, 11½ inches (65.52 meters) last year on June 7, 1973, a month before the Malmö Games. The old mark was 212 feet flat (64.62 meters) set by Robert Oman of Sweden way back in 1954.

When Craig Healy learned of this just last January, he was determined to short-live Wennerstrom's global mark this year. **He did and he did so two times.**

A Clarke School for the Deaf grad, Craig did break Oman's global standard when he tossed the spear 212 feet, 9 inches at the annual Santa Barbara (Calif.) Easter Relays on March 23, 1974. He then achieved his ambition by shattering Wennerstrom's world record when he hurled the javelin 217 feet, 2 inches (66.19) meters at the 47th annual West Coast Relays at the Bulldog Stadium of the Fresno (Calif.) State University, May 11, 1974.

**And Craig did it again! He set another global mark when his javelin toss sailed 219 feet, 4 inches (66.85 meters), breaking his previous world record set a month earlier. That on May 31, 1974, at the NCAA Division II Track and Field Cham-**

#### Alonzo Whitt Produces Another State Wrestling Champion

A four-time state champion?

The odds against such a thing coming to pass were about one million-to-one last January, but now Colorado prep wrestling fans aren't so sure.

The reason for this re-evaluation of thinking is a youngster at the Colorado School for the Deaf, one Jesus Contreras, who on February 9, 1974, walked off with the 112-pound Class A championship at the State Tournament at Colorado State University in Greeley.

Contreras, a freshman and a 112-pounder, will be returning for action next year . . . and the year after . . . and the year after . . . and opponents are going to have him as their number one target.

"I know they'll be after me," Contreras indicated. "But I won't give up. I guess I'm stubborn."

It would seem that a jump from the

pionships at Eastern Illinois University in Charleston, Ill. His 219-4 global record was good for fifth place. Seventeen top Division II javelin throwers in the country took part in this meet.

In all meets this year, Craig placed from first to fifth, mostly first, and he tossed over 212 feet several times. And on May 18, 1974, Healy captured first place in the javelin with a toss of 213 feet, 3 inches at the annual California Collegiate Athletic Association track and field championships. Last year he was second.

Lest you forget, Wennerstrom and Healy placed 1-2 in the javelin at the Malmö Games last year.

**Another deaf trackster did very well in collegiate meets this year, Mike Mitchell, an oralist from San Antonio, Texas, and a freshman at the John Brown University in Siloam Springs, Ark.**

Mitchell carried the load for Coach Don Cleek's JBU track and field team. He was a consistent participant in five to six events all year in the 120 high hurdles 440 intermediate hurdles, long jump, triple jump and ran legs on both sprint and mile relays.

Mitchell was one of the limited number of JBU performers competing in the second annual National Christian College Athletic Association track and field meet at Cedarville, Ohio. He ran a 55:9 in the 440 intermediate hurdles, good for second place and a JBU school record. **This also bettered the American Deaf record of 56.1 set by Dean Dunlavy of Hamburg, N.Y., in 1972.** Dunlavy, a USA participant at the Malmö Games, is a St. Mary's School for the Deaf graduate now a student at NTID.

We have been corresponding with Mike Mitchell, and he is determined to make the USA squad for the Rumania Games in 1977 when he competes in the WGD Tryout in 1976. He has broken the school record in the 440 hurdles. Considering the times of the last tryouts, we figured Mitchell should have a chance there considering that he has three more years of track left at college. He will begin his sophomore year at JBU on a scholarship.

"I've been wrestling since I was seven," he said. "I enjoyed being at state, the crowds didn't bother me. I got a lot of help from my uncle (former CSD two-time state champ Fidel Martinez) and from Coach Al Whitt. I was ready."

Contreras went through the season with a 24-1 record, the first step towards his biggest goal. "I want to beat Fidel's record (67-2), and I want to win the state title again," he said.

His only loss was in the CSD Tournament, coming at the hands of a wrestler from Woodland Park High. "We met again in a dual meet, and I won," he said proudly.

Although he wrestled well all year, he felt that the turning point came in Jan-



**CHAMPION AGAIN**—It was just too bad this deaf boy who is completing his senior at the Arizona School for the Deaf at Tucson was not a member of the United States Wrestling Team going to Malmo Sweden for the XII World Games for the Deaf last summer. He is a very conscientious hard-working young man, who has had a rough home life and family background. He is a gentleman at all times and a very popular boy on the ASD campus. We hope that eventually he will be seen representing the United States in wrestling at the 1977 World Games for the Deaf in Bucharest, Romania.

CARLOS RAMIREZ has left his mark in the ASD record book in all three sports which he participated. He is the type of boy any coach would welcome to his squad. Weighing in at 230 pounds for six-man football, Carlos was known for his desire, agility and aggressiveness. Football records which had been standing for years were shattered by Carlos on defense, as game after game outstanding performances were turned in by this ASD senior. Carlos broke the previous unassisted tackle record, which was a 20 in one game, by making 24 unassisted tackles against the state six-man championship team.

When wrestling season rolled around, Carlos trimmed down to about 205 pounds to help increase his speed and agility. Wrestling with much poise and confidence, Ramirez as team captain, completed his final season of wrestling for the Sentinels with a clean slate. Carlos Ramirez, in his two years of wrestling on the Sentinel squad, compiled a phenomenal 46-won, 1-lost record. Thirty-eight of the 46 wins were by pins. Defending his state title in the heavyweight class, Carlos breezed through the state high school tournament again this year, getting all pins and again regaining his heavyweight title.

His leadership abilities and determined attitude will surely be missed next year from the Sentinel wrestling squad. Carlos plans to go on to college and continue wrestling. Gene Bower, wrestling coach and physical education instructor at ASD, was his mentor.

uary. "Bernie Atencio, another freshman at CSD, used to beat me regularly, but about the middle of January that all changed, and I felt that I was getting better. Al Whitt noticed it, too. (**Atencio finished his season with a 23-1-1 record, losing out in the state semifinals.** He would have won the tournament, but he was down with the flu and was in bed from Monday through Wednesday just before the state meet. The tournament started on Thursday. He was weak. In the semifinals he built a 4-0 lead in the second period in the last period and tied 6-6. He had no more energy left to last through the overtime period and was pinned for the first time in his life. You see, he did not and could not practice from Monday to Wednesday before the State finals on Thursday. He is a 105-pounder. Keep your eyes on him for the next three years.)

Jesus Contreras wants to go back to the State for the competition, but also for an

other chance to meet more people. "They were all very good to me," he said. "I made lots of friends."

"We had a good wrestling team this year," he said, "but next year it should be even better. There are a lot of good junior high wrestlers moving up."

Being No. 1 doesn't bother Jesus Contreras. "I like being on top," he said. "I just have to make up my mind to stay there."

One down, three to go!

Jesus Confreras was the third wrestler from Colorado School for the Deaf under Al Whitt to gain state honors. Fidel Martinez won two titles in 1971 and 1970, Larry Schwarz captured the 126-pound crown in 1973.

Now about the State tournament . . . three defending titleholders went into the 112-pound division, considered the strongest in the tournament. It was taken for granted that only one would emerge. But when the firing was over, all three, Bill Seamons of Swink High, Lynn Swaney from North Park High and Holly High's Roy Burns, had to turn their attention to Jesus Contreras.

**Contreras was a most effective grappler in his march to the gold medal. He went**

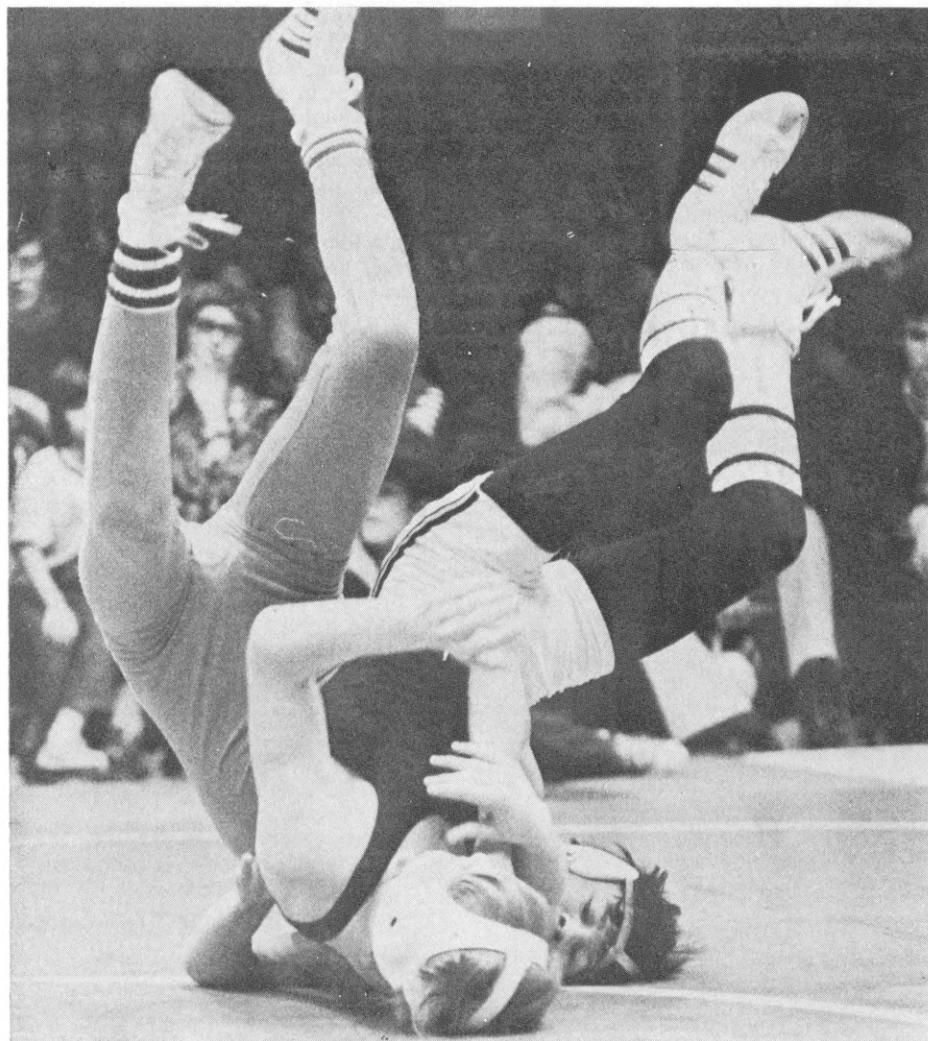
**all the way without having anyone score on him throughout the State meet.** The quick Bulldog wrapped up David Brown of Mancos High in 0.18 seconds the opening night, downed Rod Lohr from Arickaree 2-0 in the quarterfinals, defeated Seamons 3-0 in the semis and beat Stratton High's Lonnie Spurlin, last year's runner-up in this weight, (8-0), in the finals. The third-place winner at 112 went to Swaney. Last year's 98-pound titleholder defeated Lohr 8-1 on Saturday night after a surprising pin of Seamons earlier in the afternoon.

## A Champion Swimmer

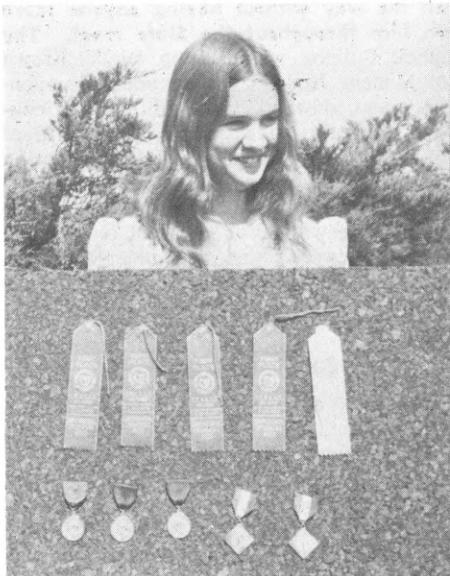
\* There is a petite 15-year-old little girl on the South Hills High School campus in West Covina, Calif., who has a big heart. Her name is CATHY MUELLER and she is a **champion swimmer** of Olympic caliber, reports her teacher, Richard R. Spencer, of a class at this school for the deaf or hearing impaired students.

Cathy has been swimming since the age of four-and-one-half years. Her first coach was Jim Kennedy. At the age of nine Cathy joined the Irwindale Swim Team where Kennedy taught.

Last fall the team disbanded and she



**CLOSE BUT NOT QUITE ENOUGH**—Colorado School for the Deaf's Jesus Contreras (light uniform) has Flagler High's Don Kraft almost where he wants him but can't quite get his opponent's shoulders all the way down in Class A District wrestling action. Contreras did receive three points for a near-fall and went on to win the 112-pound match, 13-3. A week after this, Jesus beat four top opponents to win the State Class A 112-pound title.



**PROMISING SWIMMER**—Fifteen year old Cathy Mueller of Covina, Calif., may make the USA swimming team for the 1977 Bucharest World Games for the Deaf. She has been doing very well in AAU meets, winning several trophies, medals and ribbons.

joined the Azusa-Glendora team which is coached by Jack Musser. She works out five nights a week, one-and-one half hours every night. Her team uses the outdoor pool at Citrus College. Musser is well-liked by the team.

Cathy has been doing very well in AAU meets, and has already won over a hundred swimming trophies, medals and ribbons during her short swimming career. She lives in Covina with her parents and an older brother. When she isn't swimming she helps her dad in his woodshop

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Next time, when you see and hear of new records in swimming, check for Cathy Mueller's name. She will be there. She has been notified about the World Games for the Deaf and the trials for the USA squad for the Rumania Games in 1976.

\* \* \*

**Philip Clarkson of Pasadena, Calif., who won four gold medals in swimming at the**

**Malmo Games last year, did very well as a swimmer for the Pasadena City College this year. He broke three of his own American records . . . 2:00 flat in the 200-yard butterfly set at the State Junior College finals, good for sixth place; 2:05.9 in the 200-yard individual medley and 53.6 in the 100-yard butterfly. Philip will begin his junior year at California State University at Northridge this fall.**

## 32nd Mythical National Deaf Prep Championship Summaries

(Season's best marks and with scoring on 10-8-6-4-2-1 basis totaling 558 points in 18 events)

### 100-Yard Dash

Ron Odom (N.Y.), 9.9; Drexel Lawson (N. Dak.), 9.9; Curtis Garner (Miss.), 10.0; Ronnie Taylor (Fla.), 10.0; Zachary Houston (Fla.), 10.0; Mike Farnady (River.), 10.0; Steve Taylor (Ill.), 10.1; Roy Thomas (Ga.), 10.1; Dennis Pearson (N.C.), 10.1.

### 220-Yard Dash

Ron Odom (N.Y.), 21.6; Dennis Pearson (N.C.), 22.0; Drexel Lawson (N. Dak.), 22.4; Curtis Garner (Miss.), 22.4; Ronnie Taylor (Fla.), 22.5; Mike Farnady (River.), 23.0; Roy Thomas (Ga.), 23.0; Zachary Houston (Fla.), 23.0; Ivory Thompson (Tex.), 23.0; Steve Taylor (Ill.), 23.1.

### 440-Yard Dash

Drexel Lawson (N. Dak.), 48.9; Dennis Pearson (N.C.), 50.2; Mike Watson (Ga.), 51.2; Lyle Grate (S. Dak.), 51.8; Randy Shaw (Ga.), 52.2; Dwight Weathersby (Miss.), 52.2; Armando Amador (Fla.), 52.8; Steve Taylor (Ill.), 52.8; Steve Brown (Wash.), 52.9.

### 880-Yard Run

Darrell Ingalls (Iowa), 2:03.9; Mike Brown (Ga.), 2:05.1; Mike Parker (Okla.), 2:06.6; Bill Krahf (W. Pa.), 2:07.1; Frank Duchini (St. Mary's), 2:07.5; Eddie Frazer (River.), 2:08.1; Freddie Bostick (S.C.), 2:08.9.

### Mile Run

John Hunter (Ida.), 4:30.2; Craig Pate (Ida.), 4:41.2; Greg Warren (N.Y.), 4:43.7; Rich Carrus (St. Mary's), 4:44.0; Ed Suttell (St. Mary's), 4:44.5; Mike Parker (Okla.), 4:47.4; David Gomez (River.), 4:49.8; Bill Krahf (W. Pa.), 4:52.6.

### Two Mile

John Hunter (Ida.), 9:44.8; Craig Pate (Ida.), 9:55.5; Ed Suttell (St. Mary's), 10:28.5; Joel Jordan (Colo.), 10:32.2; Daryl Christianson (Wis.), 10:40.4; Steve Grafford (Ill.), 10:58.7.

### 120-Yard High Hurdles

George Houston (Ga.), 15.7; Rose Stiller (N. Dak.), 15.9; Terry Berrigan (St. Mary's), 15.9; Andy Helm (Wash.), 16.0; Tony Heller (Ill.), 16.4; Dale Ward (W. Pa.), 16.4; James Sweeney (Ariz.), 16.9.

### 330-Yard Intermediate Hurdles

Drexel Lawson (N. Dak.), approx. 38.0; George Houston (Ga.), approx. 39.0; Keith Brown (River.), approx. 39.5; Andy Helm (Wash.), approx. 40.0; Tony Heller (Ill.), 41.6; Terry Berrigan (St. Mary's), 41.8; Steve Rute (W. Pa.), 42.2; John Hunter (Ida.), 42.4.

### High Jump

Andy Helm (Wash.), 6-3; Willie Wooten (Ga.), 6-0; Roger Brown (Md.), 6-0; Tim Huebner (N.Y.), 5-11; Keith Brown (River.), 5-10; Larry Adams (River.), 5-10; Armando Cervantes (N. Mex.), 5-10; Gary Black (Tex.), 5-10; Don Stewart (Tenn.), 5-10; Fred Merriweather (Tenn.), 5-10; Frank Duchini (St. Mary's), 5-11 1/4.

### Long Jump

James Butler (Fla.), 21-1; James Campbell (N.Y.), 20-1 1/4; Terry Berrigan (St. Mary's), 20-8 1/2; Randy Suhr (Wis.), 20-7; Andy Helm (Wash.), 20-6 1/2; Stanley Frazier (Miss.), 20-5 1/2; Randy Shaw (Ga.), 20-5 1/2; Robert Milton (S. C.), 20-5; Gary Wilson (Ill.), 20-5.

Andy Helm (Wash.), 44-2 1/4; Terry Berrigan (St. Mary's), 44-1; Mike Brown (Ga.), 42-0; Bob Shields (Amer.), 41-9 1/2; Randy Shaw (Ga.), 41-3 1/2; James Campbell (N.Y.), 40-6.

### Pole Vault

Lyle Grate (S. Dak.), 12-6; Joel Jordan (Colo.), 12-0; Dan Myers (Iowa), 12-0; John Confreda (R. I.), 11-9; John Hunter (Ida.), 11-9; Regis Gilchrist (W. Pa.), 11-6.

### 12-lb. Shot Put

Mark Meyers (St. Mary's), 51-1 1/2; Steve Harrison (Tenn.), 50-1; Benjamin Holmes (Fla.), 49-6 1/2; Pat

Weir (Mich.), 49-4; Ed. Klimaszewski (R. I.), 49-1/4; Don Davis (St. Mary's), 48-10 1/2.

### High School Discus

Mark Meyers (St. Mary's), 147-4; Ed Klimaszewski (R. I.), 141-4; Jesse Carrizales (Tex.), 136-9; Brian Sheehey (Ariz.), 134-4; Benjamin Holmes (La.), 133-4; Kippy Schafer (W. Pa.), 131-3 1/4.

### Javelin

John Och (Wash.), 188-6 (**NEW NATIONAL DEAF PREP RECORD**); Andy Helm (Wash.), 136-9; Duane Knutson (N. Dak.), 133-0; Dale Granger (La.), 130-0; Don Richards (Wash.), 125-6; Donald Johnston (Pa.), 109-0.

### 440-Yard Relay

Georgia (Roy Thomas, Willie Wooten, Rudolph Smith, Randy Shaw), 44.3; Texas, 44.4; Michigan, 44.9; Oklahoma, 45.2; North Carolina, 45.2; South Carolina, 45.4; Mississippi, 45.5; Riverside, 46.0.

### 880-Yard Relay

Mississippi (Paul Weathersby, Green, Ray Freeman, Curtis Garner), 1:33.8; Florida, 1:34.0; Georgia, 1:34.3; North Carolina, 1:35.2; New York, 1:35.8; Michigan, 1:35.8.

### Mile Relay

Georgia (Rudolph Smith, Mike Brown, Randy Shaw, Mike Watson), 3:29.7; Mississippi, 3:36.0; Arizona, 3:40.2; Washington, 3:40.3; Colorado, 3:42.1; Western Pennsylvania, 3:42.2; Oklahoma, 3:42.4.

**TEAM SCORES:** George 74 1/4, St. Mary's 61, Washington 54, North Dakota 47, New York 37 1/2, Idaho 37 1/2, Florida 34 1/2, Mississippi 28 1/2; North Carolina 23, Iowa 17, Texas 14 5/12; South Dakota 14, Rhode Island 14, Colorado 13, Michigan 11 1/2, Riverside 10 5/6; Oklahoma 10, Arizona 10, Western Pennsylvania 9, Maryland 7, Tennessee 8 1/3, Wisconsin 6, Illinois 4 1/2, American 4, Louisiana 4, South Carolina 1, Pennsylvania 1, New Mexico 1/6.

Other schools did not score: Maine, Virginia, Arkansas, Kentucky, Indiana, Rome, West Virginia, MSSD, Berkeley, Oregon, Utah, Nebraska, Kansas, Missouri and Minnesota.

# 7th Mythical National Girls Deaf Prep Trackfest

(Based on 10-8-6-4-2-1 scoring, totaling 341 points in 11 events)

## 100-Yard Dash

Renonia Fowler (Tenn.), 11.5; Ophelia Henry (Tex.), 11.6; Barbara Smith (Miss.), 11.6; Bobbie Scurlock (Miss.), 11.7; Dorothy Rosemon (Tex.), 11.9; Sherry Barnett (Fla.), 12.0; Patti Sells (Colo.), 12.1; Jackie Bair (Ore.), 12.1; Rebecca Beatty (Ore.), 12.1; Vera Nix (Fla.), 12.2; Mary Ann Brien (N. Dak.), 12.3; Sheryl Malone (Ind.), 12.3.

## 220-Yard Dash

Renonia Fowler (Tenn.), 26.5; Ophelia Henry (Tex.), 26.9; Vera Nix (Fla.), 27.3; Sherry Barnett (Fla.), 27.8; Jackie Bair (Ore.), 27.9; Ruby Williams (Ga.), 28.3; Debbie Manwaring (Ind.), 29.1; LuAnne Edwards (Rome), 29.7; Lisa Smith (Ore.), 29.3; Dolores Hudson (Ga.), 29.9; Debra Clark (Rome), 29.9.

## 440-Yard Dash

Louise Hudson (Fla.), 61.7; Ann Graff (Colo.), 62.5; Debra Clark (Rome), 63.8; Rita Fox (Tenn.), 65.5; Marie Bellotti (Ore.), 69.7; Rosemary Mayes (Miss.), 69.8; Patricia Rudik (Rome), 69.9; Maureen O'Grady (N.J.), 70.2; Linda Phillips (Ga.), 70.2.

## 880-Yard Run

Joni Hoover (Ore.), 2:33.4; Patricia Rudik (Rome), 2:43.7; Bea Daves (Fla.), 2:52.6; Linda Phillips

(Ga.), 2:58.0; Debra Crouch (Ore.), 3:00.0; Renee Strickland (N.J.), 3:01.0; Brenda Harris (Tenn.), 3:01.2; Cathy Steinlushler (Colo.), 3:04.9.

## Mile Run

Joni Hoover (Ore.), 5:49.0; Debra Crouch (Ore.), 6:30.0; Patricia Rudik (Rome), 6:31.4; Elaine Rice (Ore.), 6:40.1; S. Ahern (Mich.), 6:45.5; Renee Strickland (N.J.), 7:06.5.

## 80-Yard Hurdles

Ophelia Henry (Tex.), 11.3; Cindy O'Grady (N.J.), 13.0; Willie Shoemaker (Fla.), 13.1; Vicki Marlow (Ind.), 13.5; Frances Hacker (Okla.), 13.6; Sylvia Likely (N.J.), 13.6; Ethel Webb (Tenn.), 13.6; Janet Stewart (Tenn.), 13.8; Patricia Rudik (Rome), 14.4; G. Kroll (Mich.), 14.6; Suzy Cooke (St. Mary's), 14.4.

## High Jump

Camela Lange (Fla.), 4-10; Ruby Williams (Ga.), 4-7; Kathy Armstrong (Mich.), 4-7; Sandra Walker (Miss.), 4-6½; Renee Field (Fla.), 4-6; Patty Rosiek (N.J.), 4-6; Cecilia Clincy (Miss.), 4-6; Noel Losert (Rome), 4-5.

## Long Jump

Renonia Fowler (Tenn.), 16-10½; Linda Phillips (Ga.), 15-7; Pearline Holsey (Ga.), 15-5; Ophelia

Henry (Tex.), 15-4¾; Nayda Hill (Miss.), 15-4½; Sandra Walker (Miss.), 15-4½.

## Shot Put

Debra Carpenter (Tex.), 34-1¼; Marion Rich (Ida.), 33-3; Nancy Stark (Rome), 32-10½; Renee Furr (Okla.), 31-11; Christine Clark (St. Mary's), 30-9¾; Patty Towbridge (N. J.), 30-8½.

## Discus

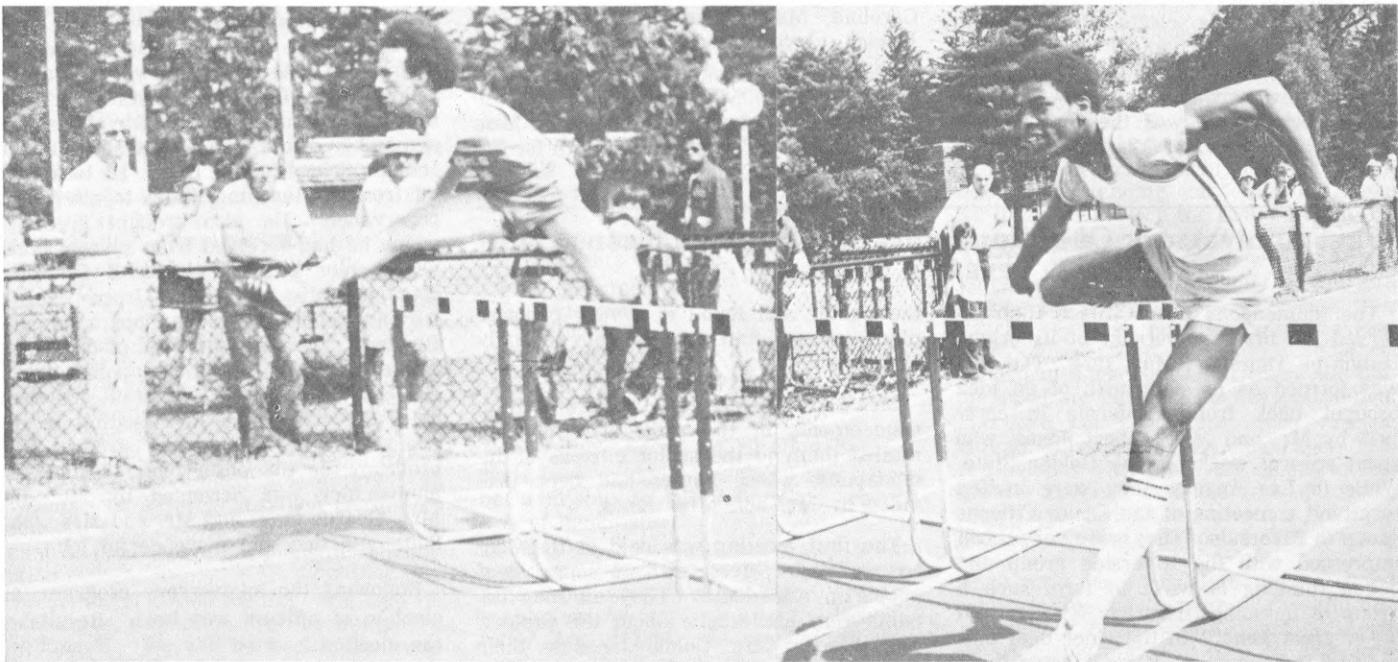
Debra Carpenter (Tex.), 110-9½; Marion Rich (Ida.), 97-10; Camelia Lange (Fla.), 94-6; Renee Furr (Okla.), 87-8½; Robin Rogers (Ga.), 77-11¾; Karen Tellinghusen (St. Mary's), 76.0.

## 440-Yard Relay

Mississippi (Bobbie Scurlock, Sandra Walker, Nayda Hill, Barbara Smith), 50.9; Oregon, 53.6; Florida, 54.5; Georgia, 55.0; Texas, 55.3; Colorado, 55.9; New Jersey, 56.0; Tennessee, 56.8; Indiana, 57.5; Michigan, 57.5; Oklahoma, 57.6; North Dakota, 58.2; Rome, 58.8; St. Mary's, 65.2.

**TEAM SCORES:** Florida 56, Texas 53, Oregon 46, Tennessee 35, Georgia 32, Mississippi 30, Rome 26, Idaho 16, New Jersey 13, Colorado 9, Oklahoma 9, Michigan 9, Indiana 4, St. Mary's 3.

Others did not score: Minnesota, Illinois, Iowa, Arizona, Utah, New Mexico.



HIGH HURDLE RACE—Here Terry Berrigan of St. Mary's School for the Deaf at Buffalo, N. Y., noses out Derek Cooper of Milton School for the Deaf at Milton, Ontario in the fifth annual deaf prep international meet between St. Mary's, Michigan and Rome representing USA and Milton, London and Belleville representing Canada. This meet for both boys and girls was held at the new track of the New York State School for the Deaf at Rome, June 8, 1974. Berrigan won the 120-yard high hurdles in 15.9. Cooper won the long jump at 21 feet, 4¾ inches and the triple jump at 44 feet, 3¾ inches.



COACH OF THE YEAR OF IDAHO DISTRICT A-3—David G. Wilding, track and field coach of Idaho School for the Deaf, is regarded as the best deaf prep distance coach in the country. He has developed two outstanding runners in Steve McCalley and John Hunter, who both did very well at the Malmo Games. Now he has another runner in Craig Pate who may make the USA squad in 1977. Coach Wilding was distance coach of the USA team at the Malmo Games. Here Edward W. Reay, superintendent of the Idaho School for the Deaf, presents an award for 1973 to Wilding in behalf of the District A-3 group.

## The National Culturama

AGAINST A BEAUTIFUL BACKDROP OF FOURTH OF JULY-BUNTING, lovely Mary Alice Pearce, 21, of Mississippi, was crowned the second Miss Deaf America at the 32nd Biennial Convention of the National Association of the Deaf at the Olympic Hotel, Seattle, Washington, July 4, 1974.

A native of Gulfport, Mary Alice, Miss Deaf Mississippi of 1974, graduated from the Mississippi School for the Deaf and has taken courses at Jefferson Davis Jr. College in Gulfport, from which she holds two certifications. She has also completed a course in keypunching from the Ingalls Shipbuilding Co. and Jackson County Jr. College in Pascagoula.

A member of various clubs, Mary Alice is also very active in her church, the First Baptist Church of Gulfport. The new Miss Deaf America is employed as a Deputy Tax collector for Harrison County.

Miss Pearce was selected the first Miss Jr. NAD (Jackson chapter) when she was a student at the Mississippi School for the Deaf. Previously to being crowned Miss Deaf America, she was the first to hold the title of Miss Deaf Mississippi for her state.

by Sally Pat Dow

The new Miss Deaf America is very interested in sports, enjoys hunting and fishing and camping with her family.

For her talent presentation at the Deaf America finals in Seattle, Mary Alice chose to present an original poem "Silence."

The Miss Deaf America Talent Pageant, now held at every NAD convention, follows the ritual of the national Miss America and Miss World pageants. A preliminary selection is made from all the contestants; a talent contest follows and finalists are selected.

Before the choice is made, the inevitable surprise question is asked of each contestant, to judge, sincerity, spontaneity and poise.

The runnersup were, in order: Miss Gallaudet College, Pam Young; Miss South Carolina, Mary Alice Craig; Miss New Mexico, Joyce Bates; and Miss CSUN (California State University at Northridge), Joyce Yvonne Ennis.

The girls selected Margaret Wilson, Miss NTID (National Technical Institute for the Deaf) as Miss Congeniality.

the past year. It is a great place for the old people to gather as all the facilities are on the street floor, which they love, because many of them are not able to climb stairs. In one short year of existence the Club has grown to almost 50 regular paid members. It is expected to continue growing and should enjoy a big increase in membership during the coming months. Any out of town visitors or other senior citizens are most welcome to visit the club any Thursday, starting at noon, and see what it is all about. Remember the address: 324 East New York Street, Indianapolis.

The observance of the first anniversary took the form of a delicious buffet dinner and social meeting. Around 45 members and guests were present for the affair. Besides several guests from Indianapolis, several were on hand from Alexandria, Terre Haute, Anderson and other cities. Several of those present gave short talks to the group, including David Moffatt, Charles Kindermann, Howard Watson, Goldie Jones, Lebert Jones, Charles Whisman and Garnet Walker. Mr. Whisman, a member of the club, is a teacher at the Indiana School for the Deaf. He took time off from his teaching duties to attend the observance. He also brought greetings which he had received from several other deaf senior citizens clubs all over the country. Miss Elizabeth Green gave a stirring rendition of the song, "On the Banks Of The Wabash." All of those who spoke praised the Indianapolis Senior Citizens Center and their staff, for their help and cooperation in assisting in the rapid growth of the deaf group. The program for the observance of the first anniversary was arranged by Mr. and Mrs. George Gray and Mr. and Mrs. John Suite and they did a wonderful job.

Following the anniversary program, an election of officers was held. Results of the election:

Chairman, Mrs. Goldie Jones (re-elected); secretary-treasurer, Lebert Jones (re-elected); Committee to Assist the Chairman, Catherine Badders and Frank Cooper; Movie Committee, John Suite and Nathaniel Horwitz; Menu Committee, Josephine Gray and Helen Suite; interpreter, Carl Jacobs.

### Governor Wallace Tapes Spots On Hearing Problems

Alabama Governor George C. Wallace, who successfully overcame his own hearing problem, provides encouragement to the nation's hearing impaired in four new television and radio public service announcements soon to be released by the Better Hearing Institute. The governor appears in 60-second and 30-second public service spots for TV and in a similar set for radio, which were recently filmed and recorded at the Governor's Mansion and in his office at the Alabama State Capitol Building in Montgomery.

In the spots, Governor Wallace dramatizes the national scope of hearing problems, acknowledges his own corrected

hearing loss and urges others with untreated hearing problems to seek available medical or amplification help.

The nation's TV and radio stations are presently airing similar Institute public service announcements featuring Nanette Fabray, Norm Crosby and Johnnie Ray, other personalities who successfully conquered their own hearing problems.

Better Hearing Institute, Washington, D. C., is a non-profit educational organization that provides public service, consumer education and public information programs for the hearing impaired, their families and friends.

## First Anniversary Of Indianapolis Deaf Senior Citizens Club

By LEBERT E. JONES

The Indianapolis Deaf Citizens Club observed the first anniversary of its organization on Thursday, May, 1974. The club was formed as an outgrowth of an idea brought back from California in early 1973 by Mr. and Mrs. Lebert Jones, who spent several weeks in the Golden State. While in Los Angeles they were invited to attend a meeting of the Senior Citizens group in Riverside. They were very much impressed with the Riverside group and began thinking of ways to form such a group in Indianapolis. They felt it would be of great benefit to the elder deaf citizens of Indianapolis. It would give them something to do instead of sitting around worrying about growing old.

When Mr. and Mrs. Jones returned home they began to explore the possibilities of forming such a club. They soon found it would be difficult without funds, which were not available. In the end they decided to contact Howard Watson, director of the Community Service Agency for the Deaf, and ask for his help. Mr. Watson was very enthusiastic about the idea and promised to do all he could to help. He got in touch with David Moffat, director of the Indianapolis Senior Citizens Center, and invited him to come to Mr. Watson's office and discuss the idea with Mr. Watson and the Joneses. Although he had had no experience working with the deaf people, Mr. Moffat soon became very interested in forming such a group. He agreed to provide the Deaf Senior Citizens with space at the Center at 324 East New York Street at no cost for their weekly meetings to be held each Thursday starting at noon. Mr. and Mrs. Jones visited

the Center and found it a very pleasant place with a staff that is very friendly and courteous.

Mr. Watson prepared mimeographed announcements of the projected club and mailed them to the senior citizens of Indianapolis, whose names had been provided by Mr. and Mrs. Jones.

The first meeting was held at the Center on May 8, 1973, with 16 senior deaf people in attendance. They all soon became very enthusiastic about the project. They elected Mrs. Goldie Jones as their first chairman and Lebert Jones as their secretary-treasurer. They voted to meet each Thursday at the Center and a varied weekly program was arranged, consisting of pitch-in dinners, card games, captioned movies, bingo and other goodies.

The new club caught on like wildfire and its growth has been phenomenal during

# NATIONAL ASSOCIATION of the DEAF

Jess M. Smith, President Charles C. Estes, Secretary-Treasurer Frederick C. Schreiber, Executive Secretary

## N.A.D. President's Message

Jess M. Smith, President

5125 Radnor Road

Indianapolis, Indiana 46226

As your new NAD President, I am waiting for the 32nd Biennial Convention Proceedings before naming committees and chairmen to serve for the next two years. Obviously, convention action calls for forming of several new committees with specific charges.

This month's President's Message is an opportunity to share information from the Department of Health, Education, and Welfare. We hoped that the NAD will be able to become closely involved in consumer participation at the Federal level—and that state associations will be included at the state level.

From James S. Dwight, Jr., Administrator, Social and Rehabilitation Service:

Department of Health, Education,  
and Welfare

Social and Rehabilitation Service  
Washington, D. C. 20201

Mr. Jess M. Smith June 31, 1974

President

National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, Maryland 20910

Dear Mr. Smith:

I hope you will find useful the enclosed Statement by Dr. Andrew S. Adams and myself concerning the direction that the Social and Rehabilitation Service and Rehabilitation Services Administration intend to take during the fiscal year beginning July 1, and beyond. Above all, it is an expression of our determination to implement the Rehabilitation Act of 1973, with emphasis on severely disabled consumers including their involvement in the development of their individual plans of rehabilitation.

The comment period for the vocational rehabilitation regulation will be completed on June 27. We will be issuing final regulations with the aid of your written comments and those made at the briefing sessions we have held.

Yours very truly,  
James S. Dwight, Jr.

Enclosure      Administrator

### Statement by James S. Dwight, Jr., Administrator, SRS, and Andrew S. Adams, Commissioner, RSA

In the years immediately ahead, vocational rehabilitation will undertake a much more difficult and complex role than it has in the past. We see that future as a time of very special challenge for vocational rehabilitation, and we are well advanced toward plans to meet that challenge.

Rehabilitation has been a successful concept for more than a half century, but it cannot be satisfied with past laurels alone. As with every aspect of life, vocational rehabilitation must continue to examine its goals and techniques and find ways to adapt them to changing conditions. In the remaining years of the 1970's, this means greater focus on the quality of rehabilitation, on providing more opportunities for participation in the rehabilitation process

to persons receiving services, and on stronger efforts to place more rehabilitated persons in gainful employment, an area in which we have not been as successful as we would like.

Through these initiatives, we believe we can provide a basic set of freedoms and human rights to all physically and mentally handicapped persons. These fundamental rights are:

- Employment.
- Education.
- Housing.
- Transportation.
- Use of Public Accommodations.
- Recreation.
- Health Care.
- Access to Cast an Election Ballot

These are essential freedoms that should be available to all Americans, regardless of handicaps.

On May 28, we took a major step toward assuring those rights for handicapped Americans when we published proposed regulations for implementing the Rehabilitation Act of 1973. As soon as all comments on those regulations are received, we will evaluate them for possible inclusion in the final regulations, which we will publish later this summer.

The new regulations encompass significant new directions for vocational rehabilitation. They focus, particularly, on sev-

### National Association of the Deaf Officers

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**President-Elect:** Dr. Mervin D. Garretson, 3509 Kayson, Wheaton, Md. 20906.

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**Vice President:** J. Charlie McKinney, Route 11, East Croft Circle, Spartanburg, S. C. 29302.

**Secretary-Treasurer:** Charles C. Estes, 710 Patricia Avenue, Talladega, Ala. 35160.

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**Region 2:** Sr. Samuel A. Block, 5455 North Sheridan Road, Apt. 3801, Chicago, Ill. 60640; Gary W. Olsen, 5827 Gloucester, Indianapolis, Ind. 46226.

**Region 3:** Carl D. Brininstool, 125 Deerfield Drive, Austin, Texas 78741; Mrs. Charlotte Collums, 5115 F Street, Little Rock, Ark. 72205.

**Region 4:** George Scheier, 2860 Brooks Avenue, N. E., Salem, Ore. 97303; Mrs. Lillian Skinner, 17301 Halsted, Northridge, Calif. 91324.

erely handicapped persons and on increasing consumer involvement in rehabilitation policy and in the design and delivery of services. These new emphases, which Congress placed in the Act, will have a direct effect on the rehabilitation services provided at the State and community levels.

In fiscal year 1975, we will greatly increase services for severely handicapped persons, in response to the new rehabilitation legislation. This means greater attention to quality of services rather than quantity. Meeting the needs of severely handicapped persons will involve longer periods of service per rehabilitation, more money per individual, and more manpower to provide service. We will do everything possible to prevent a significant drop in the aggregate number of persons served. However, this obviously is going to affect State reports which may look as if less rehabilitation is being provided. We already have evidence of this trend as a direct result of the priority given to rehabilitation of severely handicapped persons in the current fiscal year. It will require understanding and teamwork among all those involved in the rehabilitation process to bring about an orderly transition. Another provision of the new Act is to involve consumers increasingly in the total process of rehabilitation, a process from which they have been excluded too long. The rehabilitation program cannot be shaped in a vacuum from which the handicapped are barred. Handicapped individuals are not contagious; they are not threats to people without handicaps. They are persons whom fate has chosen to bear greater burdens than the rest of us, and they have a legitimate claim on equal rights, including a voice in their own future.

They must be involved to the fullest extent possible in their own rehabilitation programs. Their counsel must be sought on programs that deal with all aspects of rehabilitation, including such matters as architectural barriers, transportation and attitudinal barriers. We believe handicapped persons are too valuable a resource to be ignored in planning the total rehabilitation process.

Our new regulations, therefore, propose to involve consumers in each and every step of their own rehabilitation programs. We recognize that States may have to make administrative changes to achieve this important gain for consumers. Under the proposed regulations, consumers must have opportunities to select services that will help them and to work with rehabilitation counselors in developing individualized programs of rehabilitation.

The regulations also propose to involve consumers in State rehabilitation policy and in the design and delivery of services. We believe it is time for consumers to have maximum feasible participation in policy development. Both States and consumers will benefit from this—consumers because they will have a better understanding of State administrative problems, and States because they will realize more than they do now about the problems of handicapped persons.

The new regulations also require that State VR agencies develop affirmative action hiring policies for handicapped persons to set an example for the rest of the State. When these regulations take effect, we will be evaluating State efforts to serve severely handicapped persons very carefully.

Because we believe such policies should be developed for nationwide implementation by the States, we firmly endorse the same measures within our own agency. We refer specifically to our current efforts to employ qualified handicapped for positions with SRS as they become available. The importance of this has been demonstrated by the appointment of the Commissioner of Rehabilitation Services. Indeed, such handicapped persons are more than executives. They become symbols for all handicapped people, demonstrating that they, too, may seek unlimited opportunities when reaching for occupational goals.

Another part of our effort is directed toward developing a strong program for employment of handicapped persons throughout all parts of the Federal Government. An Interagency Committee on Handicapped Employees has been formed to assure proper and forceful application of policies to increase employment of handicapped persons. We are working very closely in this project with HEW Under Secretary Frank Carlucci, who is co-chairman of the Committee, and Civil Service Commission Vice Chairman Jayne Spain.

We also support strongly the elimination of architectural barriers that block ease of access for handicapped persons. Everyone should have the right of access to buildings, vehicles and other facilities. This becomes critical for handicapped persons whose employment opportunities would be greater if barriers were removed. To set an example for others, we have initiated a comprehensive renovation of our headquarters, the Mary E. Switzer Building, to make it one of the most accessible buildings in the country for handicapped persons.

This year, as has been the case for the past six years, the Advertising Council, Inc., of New York City, has renewed our request for the only national advertising campaign for all categories of handicapped people. The campaign is a fine example of the cooperative efforts of business, industry, State and Federal governments, and the various communications media. It is recognized as one of the 25 top public service campaigns in the nation. The emphasis this year will be on sound rehabilitation, particularly for severely handicapped people, that can lead to dignified and productive lives. Our expectation is that this year's program will develop a thrust which will produce a more favorable employment outlook for handicapped persons.

The immediate future also will see increased funding for expansion grants and greater emphasis on application of past research and demonstration projects. These plans include:

- Turning over to States the results of our Projects with Industry concept and encouraging them to adopt this approach in State programs. The Projects with Industry concept, which di-

rectly involves the private sector in creating employment opportunities for handicapped persons, has developed techniques leading to more suitable placements at less cost than the traditional Federal/State program. The placement rate for this program is 65 percent, compared with the traditional program's rate of 28 percent. The companies in the program know that rehabilitated persons make excellent employees, highly motivated, with an investment in their future. We need to utilize this unique source of manpower to a greater extent.

- The suitability of placing handicapped employees within State agencies other than rehabilitation agencies also can be demonstrated.
- Another grant we awarded this year was for the establishment of a National Industries for the Severely Handicapped, a counterpart to that already in existence for blind persons. Its purpose is to spur employment growth through the production of government-used products and services in special workshops which will be given preference in the award of contracts.
- We also provided a grant to set up organizations to encourage technical competence among handicapped persons. This is expected to provide transitional employment to provide such persons a bridge into private industry and State employment. This important study, to be completed in fiscal year 1975, will examine the role of sheltered workshops in sharpening the techniques and skills of handicapped persons, and it will provide specialists in rehabilitation work and in industry with a better knowledge of what can be done by rehabilitated persons.

These proposals represent a major step forward in our effort to insure full implementation of the Rehabilitation Act of 1973. In the years immediately ahead everyone in the rehabilitation field at every level will have clear guidelines for the development of procedures to carry out the Act and provide quality rehabilitation services to handicapped people throughout the country.

In this revitalized effort, we look forward to continuing support of consumers, professionals and interested volunteers in achieving these new objectives for vocational rehabilitation. Their experience and knowledge makes them prime candidates to provide leadership in developing a national program for severely disabled persons, for increased involvement of consumers and for greater employment of rehabilitated persons.

We look to them for more than the provision of services of individuals who are handicapped. We expect them to fulfill their broader mission of influencing and educating people on the need for these new directions.

Persons in the field of vocational rehabilitation have long demonstrated their ability to blend Federal and State resources with local and voluntary efforts to meet important human needs. We now look forward to their pioneering of other ways to meet the new program goals.

Working together, we can make the newly constituted vocational rehabilitation program a shining example of State-Federal service. We hope you will agree with our assessment of the exciting challenges ahead and join us in supporting the present direction of the United efforts of the Social and Rehabilitation Services and the Rehabilitation Services Administration toward improved rehabilitation services for our Nation's handicapped.

June 21, 1974

## Contributions To NAD Library

NAD Librarian Edith A. Kleberg wishes to acknowledge recent contributions to the NAD collection:

Simon Carmel: 69 back issues of THE DEAF AMERICAN; 24 back issues of the Deaf Spectrum; 5 copies of Better English and Speech Report.

Elliot Shelkrot (Maryland Board of Education): Reader Development Bibliography.

Robert O. Scott: 1974 Congressional Directory: 93rd Congress, 2nd Session.

Willis and Jacqueline Mann: Journal of Rehabilitation of the Deaf, Vol. 1, No. 3, October 1967, journal of Professional Rehabilitation Workers with the Adult Deaf. This fills the gap mentioned in the May 1974 issue of the DA.

Research needs in the vocational rehabilitation of the deaf. Ed. by Merrill Rogers and Stephen P. Quigley. Reprinted from the AMERICAN ANNALS OF THE DEAF, September 1960, Vol. 105, No. 4, pp. 335-370.

Learning and creativity with special emphasis on science, by John J. Sullivan and Calvin W. Taylor. National Science Teachers Association, c1967.

Speech pathology and audiology: career information. DHEW, n. d.

Sperm: a story for little children, by Lois B. Chesebrough. Marine Historical Association, c1950.

Preparation of teachers of the deaf. Ed. by Stephen P. Quigley. (OE-35059, Bulletin 1966, No. 8) DHEW.

The deaf man and the law. Ed. by Robert L. Meyer. COSD National Forum Number III, 1970.

Physical facilities for schools for the deaf. Reprinted from the AMERICAN ANNALS OF THE DEAF, November 1968, 113, No. 5, 1001-1146.

Captioned films for the deaf program (fiscal year 1967), by James J. Kundert. DHEW, Office of Education.

EXCEPTIONAL CHILDREN. Back issues from September 1964 to February 1967.

AMERICAN ANNALS OF THE DEAF. Back issues from January 1970 to August 1971.

Research-1963. THE VOLTA REVIEW. Alexander G. Bell Association for the Deaf. Reprinted.

THE VOLTA REVIEW. Back issues from March 1963 to May 1969.

## HOME OFFICE NOTES

By Frederick C. Schreiber



Summer months find the Home Office in a sort of exhausted daze compounded by the efforts that went into getting ready for the Seattle convention, the work at the convention and the follow up—as well as vacations. At any given time now some of the faces are missing. The convention was hectic as conventions always are. We had over 1200 people registered but they came and went. Some 477 people took the cruise to Victoria and 518 were at the banquet. We used 90 reams of paper on reports, “propaganda” of the candidates for office and the cities and states that were bidding for the 1978 convention site. This was despite the fact that there were fewer reports and fewer changes coming out of committees than in the past.

In the interim the Executive Secretary was in Seattle from June 25 through July 7. Part of this time was devoted to the RID convention which was held a short two blocks away—but most of it was given to using up the 90 reams of paper. We printed the reports in Seattle to save shipping costs and to insure we did not lose them in transit. We lost a lot in Miami but even without shipping the reports we ended up paying \$200 for freight on what we did ship.

In the meantime we had good news and bad news. The bad news came in the form of extra heavy expenses at Halex House. In the month of June alone we were hit with bills connected to air conditioning of almost \$10,000. First was a \$3,000+ bill for metal ducts for the entrance level system. Then the north compressor blew a gasket and before it could be repaired or replaced, the south compressor also gave up the ghost. That was the bad news. Since the cost of repairs and the cost of replacement were close, we decided to replace both compressors. The “good” news here was—we “saved” \$200 because we put both new compressors in at the same time and thus only one crane was needed to lift them to the roof. Our air conditioning people gave us new motors for the ground floor furnaces and a new thermostat here on the top floor. We also have the building fully rented for the first time since we bought it. In fact, we had to “evict” one of our original tenants because we ran out of space. We are now pretty close to what we had planned for the 1980’s. This will include relocation of the printshop and mailroom to ground level. We will add an outside entrance here—probably a loading dock, too. The old print shop will become offices and this will suffice until we are ready for further expansion. We have only one new tenant, D. C. Technical Services which now has the largest space user after the NAD itself. We are hoping that the NAD may be able to work together with D. C. Technical for the benefit of the deaf as well.

**STAFFING:** As already published in the June issue, we are seeking applications for two middle management positions. We hope to have these positions filled before too long. Job descriptions are printed elsewhere and the salaries are open. We also have a new receptionist, Cathy Monday. Cathy is taking Janet Gaggin’s place. Janet has been transferred to the Publications Division replacing Pam Gunther who expects to go back to college in the fall. Still needed is a skilled typist and probably another person in the publications office at least by fall. We have a number of summer workers here including Tim Medina and Bette Hicks in the Communicative Skills Department and Maurice Tomdio, a student at Gallaudet College from Africa and who has been working for us part-time for almost two years now. We have MSSD trainees and a couple of Vocational Rehabilitation clients as well. Altogether the staffing picture is looking better and it will not be long until our staff is the same size as it was before the Executive Secretary decided having heart attacks was a good way to get a vacation.

**Grants:** As this is written, we are in the last stages of the Communicative Skills Program grant. We are very hopeful that we will get a new grant here and thus be able to move into the next stage which is media. We have several programs and plans involving media that must be implemented through the CSP program. We regret to state that our application regarding sign language to the Bureau of Education for the Handicapped was rejected. While not specifically stated, it also appears that our bid for the distribution of entertainment films also to BEH was rejected so we stand at no hits, no runs, but plenty of errors. All of which is regrettable and makes one wonder if the proposed Affirmative Action regulations which are aimed at government contractors to insure that those contractors that have government contracts take positive action to recruit handicapped employees should not be broadened to include government agencies as well. It is self defeating to say that contractors who have government contracts must hire handicapped workers when the Federal agencies themselves have no consideration or affirmative action programs for utilizing the services of the handicapped. At least that is where we seem to be now.

**The World:** Federation grant and activities must swing into high gear now. We are bothered by our inability to get firm prices on anything from airplane fares to banquet charges. The economic problems are really hurting here. Despite this we are moving forward. With the World Congress only a year away, it seems a good time to suggest that readers make their plans now to be here in D. C. from July 31-August 8, 1975. The World Congress will offer opportunities for international interaction that have never been equaled before and may never occur again. This will be the only opportunity for our deaf people to show the benefits of the American system of education and rehabilitation. It also is possibly the only opportunity that American professionals will have to meet and discuss programs on an international level. To date we know that over 500 deaf people from England, Poland, Yugoslavia, Bulgaria and Germany are expected to attend while the total registration should reach 3,000 and more. It is not too early to plan to attend. Headquarters will be the plush Washington Hilton Hotel which means planning is in order as the rates will be high. But all events of the Congress will be under one roof and that will help save taxi costs as well as promote better interaction which was not possible at other Congresses. Reserve early—you can cancel later while once the hotel is full you will have to take an overflow hotel.

**More Convention notes:** One of our main projects now is to reimburse Representatives for their travel to Seattle. Many of the letters we got included personal notes which are not being answered. We apologize for this but felt that it was important that we reimburse people promptly as we know that it was a problem for many to meet their own bills and answering letters would slow the process down. If any reader has a claim that has not yet been paid, please, please let us know so we can close our books and make a prompt report on where we stand.

**THE EXECUTIVE SECRETARY'S Travels:** The Executive Secretary returns to work on July 15 but his first day on the job was at Wayne State University in Detroit in connection with Wayne State's project to work with the Law Enforcement Assistance Administration in orienting law officers and the courts to deafness as well as to develop and train interpreters for Courtroom work. This was a one-day trip leaving D. C. at 6 a.m. and returned at 6 p.m. Another trip was to New Orleans at the request of the Louisiana Association of the Deaf in its efforts to get changes in the school in Baton Rouge to total communication rather than the Rochester method that has been the vogue for many years. Again this was an in and out thing and one gets awfully tired of airplanes.

**Are you an Advancing Member  
of the NAD?**

If so, you are entitled to listing in the  
**Order of the Georges**

## Positions Available

Following are position descriptions of management positions open in the National Association of the Deaf. Salaries are in the \$16-\$18,000 range. Send resumes to the Executive Secretary, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910. Starting date no later than the first of the year (1975).

### Public Information Officer

**SUMMARY:** The Public Information Officer reports directly to the Executive Secretary and provides professional level assistance involving research, evaluation and dissemination of information. May also act as a liaison with clubs and organizations of deaf people.

#### WORK PERFORMED:

1. Assists the Executive Secretary in establishing editorial policy; determines format and style of all in-house publications; provides information on same to persons submitting copy; determines accuracy and appropriateness of copy content.
2. Assists the Executive Secretary in policy making regarding pricing and control of publication costs.
3. Arranges time schedules of publications with the Publications Supervisor.
4. Establishes and periodically reviews and/or revises policies and procedures of the Publications Department in conjunction with the Office Manager and the Publications Supervisor.
5. Responsible for the overall efforts and activities of the Public Information Department which include review of pertinent information, evaluation of promotional techniques and strategies and making recommendations to improve same.
6. Responds to requests for information from both internal and external parties; the task includes determining appropriate information sources, preparing and releasing information and maintaining resource library.

#### SPECIFICATIONS:

Position requires previous work experience in a related field which demonstrates the ability for, and inclination toward, decision making.

Proven editorial capabilities are required.

College degree is highly desirable.

## Minutes of the NAD Executive Board Meeting

Olympic Hotel—Seattle, Washington

June 30, 1974

The meeting was called to order by President Don G. Pettingill at 3:05 p.m. in the Queen's Room of the Olympic Hotel in Seattle, Washington. Present were Pettingill, Smith, Lankenau, White, Propp, Turk, Olsen, Estes, Maddox, Block, Skinner. Absent were Sanderson and Brown.

**Item I:** On behalf of Project DAWN, Ruth Sandefur requested that the NAD assist in sponsoring an award in memory of John C. Claveau and Carrie Belle Dixon to go to the individual who makes the most significant contribution to the adult basic education needs of the deaf. After some discussion Estes (Lankenau) moved that the Board take the Claveau-Dixon award under advisement. Propp (Maddox) moved that the motion be amended to the effect that necessary provisions be made for making the award of the Seattle Convention. The motion as amended carried without opposition with the President to appoint a committee to take care of the matter.

**Item II:** Some clarification was made as to the travel provisions for Miss Deaf America. For this convention, The Cul-

tural Program will take care of Miss Bilington's travel.

**Item III:** President Pettingill announced Committee chairmanships as follows: Law—Charles Estes; Ways and Means—Sam Block; Grievances—Ben Medlin; Credentials—S. Bushnaq; Resolutions—Harvey Corson; Al Van Nevel is to be Convention parliamentarian.

**Item IV:** George Propp summarized his report on the COSD developments. Discussed at length was his recommendation that the NAD take steps to assure the continuance of the Forum. White's motion to submit the matter to the Convention was ruled out of order. Olsen (Block) moved that the Board accept Propp's report and refer it to the Convention for action. The motion carried.

**Item V:** At the request of Propp, the Board agreed to discuss NAD support for establishing state offices. Olsen (Estes) moved that the Board go into a committee of the whole session. The motion carried. After discussing informally the many pros and cons of support for such offices the Board reverted to the regular business

### Business Manager

**SUMMARY:** The Business Manager reports directly to the Executive Secretary and is responsible for the formulation of policies and procedures primarily in the area of building operations and finance. The incumbent is responsible for directing the various activities involved in day-to-day financial management in order to efficiently support NAD operations.

#### WORK PERFORMED:

1. Assists the Executive Secretary and the Public Information Officer in pricing policies and control of publication costs.
2. Maintains liaison with the Certified Public Accountant and compiles data needed in the development of operating budgets, cash flow projections and other financial planning.
3. Prepares financial and statistical reports and assists in the preparation and administration of the annual budget; acts as a consultant to supervisory personnel in budget matters.
4. Determines appropriate accounting procedures, policies and practices for NAD and supervises implementation of same.
5. Trains, supervises and evaluates the performance of all subordinates in clerical and/or accounting positions.
6. Directs the overall procurement function to insure the NAD is securing its requirement of materials, equipment and operating supplies at the lowest cost consistent with accepted standards for quality and service.
7. Oversees all functions relating to the operation and maintenance of the NAD Home Office building and its surroundings; preparation of the building maintenance budget; collection of rent from tenants; resolving tenant problems; insuring that necessary repairs have been completed and so on.
8. Assumes other specified duties as assigned.

#### SPECIFICATIONS:

Position requires work experience in office management with emphasis on finance as well as a thorough familiarity with building operations and procedures.

Proven supervisory ability is required. College degree is highly desirable.

session. Olsen (White) moved that the President appoint a chairman who will select a committee to study the feasibility of establishing four (4) Regional pilot state offices. The motion carried, after a motion by Estes (Block) to table failed to carry. The committee is to be called the Committee on Services to Cooperating Members. The President appointed Gary Olsen to chair this committee.

John O'Brien at this point appeared before the Board to explain procedures for the reception. He also answered some questions about other convention activities.

**Item VI:** There was some discussion of the absence of Walter Brown. Since the matter of geographic representation will be brought to the Convention floor the Board agreed not to act on this matter.

**Item VII:** Dr. Suleiman Bushnaq reported on the Management Study of the Home Office operations. Some of the specific problems he referred to were:

1. Persistent misunderstanding between the Board and the Executive Secretary due to inadequate communication.
2. Difficulty of analyzing the budget for management purposes.
3. Lack of staff in the Home Office.
4. Some apparent confusion of the role of an Office Manager.
5. The delay in selecting an Assistant Executive Secretary.

Questions from the Board elicited the following conclusions:

1. Home Office cooperation with the Study has been no problem.
2. The Home Office is "short" on management personnel.
3. The need for a Business Manager or Comptroller remains a major priority.
4. Budget support for both an Office Manager and Assistant Executive Secretary is inadequate.
5. Middle-level management personnel are needed. Qualified people are available for \$16,000-\$18,000.
6. The study is progressing and a written report is forthcoming.

After exhausting discussion the Board agreed to report to the Convention on Management Study activities to date, as well as on the appointment of an Assistant Executive Secretary. The Ways and Means Chairman was also asked to make budget provisions for middle-management personnel.

On a motion from the floor the Board recessed for dinner at 6:15 p.m.

The Board reconvened for a late-late session at 11:40 p.m. in the Presidential Suite. Sanderson had arrived in the meantime.

**Item VII:** Next on the agenda was the selection of KFF recipients. Block (Maddox) moved that selections for 1974 be limited to the four. The motion carried 8 to 2. A vote and tally gives 1974 KFF awards to: Lee Katz, Art Krueger, Terry O'Rourke and McCay Vernon.

**Item IX:** A question from the floor opened discussion of combination tickets for Board members. Estes (Maddox) moved that the \$23.50 that Board members paid be refunded. The motion carried 7 to 4.

The meeting adjourned at 12:20 a.m.

Respectfully submitted  
George Propp, Secretary-Treasurer

## National Association of the Deaf New Members

Mrs. Martin V. Atchison	Texas
Christopher F. Austin, Jr.	Arizona
Joseph Benedetto	Louisiana
Mr. and Mrs. F. X. Brown	Louisiana
Howard R. Busby	Wisconsin
Louis M. Byoul	California
Mr. and Mrs. Edward C. Carr	Florida
Michael Pensler Cohen	Pennsylvania
Wyatt Cook	New Jersey
Reba H. Craig	Michigan
Diane Currie	Wisconsin
Rev. Eugene Dyer	New York
Mrs. Iona Dyer	Maryland
Mr. and Mrs. William Dunn	Connecticut
Mr. and Mrs. Philip J. Economos	Pennsylvania
Jack K. Felger	California
Midge Buch Finck	Florida
Fred A. and Dorothy Forseman	Michigan
June Forsyth	Oregon
Sister M. Gloria	Louisiana
William Granfield	New York
Mrs. Lois W. Grizzard	Georgia
Karan Hester	Texas
Mrs. Florence M. Holt	North Carolina
Lee J. Hoffman	Illinois
George E. Horan	California
Marvin D. Hunewell	Missouri
Bessie T. Hunt	Missouri
Madge A. Humphrey	Wisconsin
Bessie T. Hunt	Missouri
Sylvestro F. Inga	California
Phyllis A. Johnson	Arizona
Mr. and Mrs. M. Peter J. Kensicki	Maryland
Mr. and Mrs. Charles J. Killian	Pennsylvania
Hyman Krakover	California
Mr. and Mrs. Joseph C. Lacey, Jr.	California
Billie Larsen	Nevada
Harry R. Lee	District of Columbia
Dr. Edna S. Levine	New York
Jan Longfellow	Texas
Mr. and Mrs. Archie D. Marshall	Missouri
Mr. and Mrs. Alvin E. Mayes	Maryland
Mr. and Mrs. Timothy F. Medina	District of Columbia
Mr. and Mrs. Robert E. McDonald	Maryland
J. B. McGuire	Oregon
David Thomas McRae	Florida
Mrs. Margaret S. Merritt	Texas
Mr. and Mrs. Arlyn Meyerson	Michigan
Jim Monahan	Illinois
Mr. and Mrs. Marvin Neuschwanger	Iowa
Elizabeth O'Brien	New York
Rachel L. Rivera	Pennsylvania
Thomas J. Ryan	Kentucky
Leonard R. Schumacher	Maryland
Deirdre Shannon	Canada
Lawrence Sloan	District of Columbia
Marilyn Jean Smith	Florida
Rev. Allen M. Stahl	Ohio
Irene Tunanidas	Maryland
Sally W. Wagner	Maryland

## Contributions to Building Fund

### (Halex House)

Baptist Church of the Deaf, Washington, D. C. (In memory of Duncan Smoak)	\$ 10.00
Nancy Lynn Core	25.00
Mr. and Mrs. Leonard Lau	10.00

### Increased Payments

Mr. and Mrs. Joseph B. Burnett	\$ 165.00
Marjorie Clere	150.00
Joanne Greenberg	227.61
Mr. and Mrs. Earl Stevens	214.80
Nanette Fabray Fan Club	52.00

### DEAF AMERICAN Advertising Rates Effective September 1, 1974

The following rate schedule will take effect September 1, 1974, for advertising in THE DEAF AMERICAN Cooperating Member (state) associations of the National Association of the Deaf will be entitled to a 30% discount; affiliated organizations, 20%; agencies, 15%. Rates are per insertion with identical copy.

	1 insertion	6 insertions	11 insertions
Full page	\$150.00	\$135.00	\$120.00
Half page	86.25	77.62	69.00
One-third page	60.00	54.00	48.00
Column Inch	6.25	5.63	5.00

### A Runaway Bestseller . . .

#### The NAD's

#### A Basic Course In Manual Communication

**\$4.50 Per Copy**

Send orders and remittances to:

National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, Maryland 20910

## 32nd Biennial NAD Convention Highlights

Seattle, Wash., drew a near-record crowd of approximately 1200 registrants to the 32nd Biennial Convention of the National Association of the Deaf, at the Olympic Hotel, June 30-July 6, 1974.

The business meetings were well-attended, going down to the windup of the Council of Representatives on Saturday afternoon at 1:45.

#### Convention highlights:

- The President-Elect provision was retained.
- An amendment to the NAD Bylaws, which took effect upon passage, provides that Board Members be elected by Representatives from the Cooperating Member associations from within their respective regions.
- Rochester, N. Y., was designated the site of the 1978 Convention and Cincinnati, Ohio, was confirmed as the locale of the NAD Centennial Convention in 1980. (Houston, Texas, won the bid for the 1976 Convention in Miami Beach in 1972).
- Jess M. Smith, as President-Elect chosen in 1972, assumed the NAD presidency for a two-year term after the Council adjourned sine die Saturday afternoon.
- Election results: President-Elect, Dr. Mervin D. Garretson, Wheaton, Md.; Vice President, J. Charlie McKinney, Spartanburg, S. C.; Secretary-Treasurer, Charles C. Estes, Talladega,
- Ala.; Board Member, Region 1, Edgar Bloom, Jr., Mountainside, N. J.; Board Member, Region 2, Gary W. Olsen, Indianapolis, Ind.; Board Member, Region 3, Mrs. Charlotte Collums, Little Rock, Ark.; Carl D. Brininstool, Austin, Texas (to serve a two-year term in filling a vacancy); Board Member, Region 4, George Scheler, Salem, Ore.
- Mrs. Edna Adler, Washington, D. C., received the NAD's Distinguished Service Award.
- Mr. and Mrs. Oscar Sanders, Seattle, were named recipients of the Greenmun Award for longtime community and state service.
- Dr. McCay Vernon, Mrs. Lee Katz and Terrence J. O'Rourke were chosen as additions to the Knights of the Flying Fingers.
- Mrs. Sarah Ware, Cave Spring, Ga., was named honoree for the first Claveau-Dixon Award, established to recognize service in the DAWN (Deaf Adults With Needs) area.
- Miss Mary Ann Pearce, representing Mississippi, was crowned Miss Deaf America to reign 1974-1976.
- For other Convention items, read the Proceedings in the September issue of THE DEAF AMERICAN.

## Pimentel Heads TDI Officers

At the First International Convention of Teletypewriters for the Deaf, Inc., held in Chicago, June 13-15, 1974, Albert Pimentel, New Carrollton, Md., was chosen president. Other officers: Paul Taylor, St. Louis, Mo., vice president; Dr. Latham Breunig, Indianapolis, Ind., secretary; Joseph Dyer, Lakewood, N. J., treasurer.

The above officers were elected by the board of directors, which also includes: Tom Rule, Winchester, Mass.; David Myers, Baton Rouge, La.; Charles C. Estes, Talladega, Ala.; Jess M. Smith, Indianapolis, Ind.; and Joseph Slotnick, Marina Del Rey, Calif. Breunig, Estes and Smith are board members at large. Rule, Dyer, Pimentel, Taylor and Slotnick represent TDI Regions I, II, III, IV, V and VI, respectively.

## NTID Graduates Record Class

The National Technical Institute for the Deaf in Rochester, N. Y., graduated its largest class at the festive 89th Annual Commencement at Rochester Institute of Technology, June 8. Certificates, diplomas and associate degrees from NTID's Division of Technical Education were awarded to 102 students. Another 28 students were awarded associate and baccalaureate degrees through other RIT colleges including the Colleges of Business, Engineering, Fine and Applied Arts and the Institute College.

This year marked the first year deaf students graduated from the College of General Studies' Social Work program. Nine NTID students received baccalaureate degrees in that program.

NTID's 130 graduates have been provided with the technical skills needed by business and industry and will now enter the world of work to apply these skills on the job. With the completion of its new \$30 million building complex in the fall, NTID will expand its student enrollment from the present 450 students to a projected 750 students by 1976.

## Position Open Immediately

### Director, Community Service Agency for the Deaf—Indianapolis

Background preferred: Master's degree and administrative work experience preferred. Applicant must have demonstrated the following: Understanding of the problems and needs of deaf people; acceptance by deaf people; ease and fluency in communicating with all deaf people; ability to adequately express himself.

Responsibilities: Directly responsible for all agency planning and implementation of programs and supervision of staff. Will provide some direct case services to deaf people. Is responsible to the Executive Director of the Center.

Salary: Up to \$13,000 dependent upon experience with excellent fringe benefits. Send resume to:

**MR. F. K. PRICE**, Executive Director  
Indianapolis Speech and Hearing Center  
615 North Alabama Street  
Indianapolis, Indiana 46204  
317-635-4469

## Administrative Changes

Recently announced changes in administrative positions in schools and programs for the deaf:

**Idaho:** **Paul Bird**, assistant of the Idaho School for the Deaf, Gooding, retired June 15, 1974.

**New York:** Dr. Roy M. Stelle, superintendent of the New York School for the Deaf, White Plains, has announced his resignation effective July 1, 1975. Kendall D. Litchfield, who has been principal, is now assistant superintendent and will succeed Dr. Stelle as superintendent. Dr. David A. Spidal will assume duties as principal August 1, 1974.

**Colorado:** Robert T. Dawson, who has been assistant superintendent of the Florida School for the Deaf and the Blind, St. Augustine, is assuming the position of superintendent of the Colorado School for the Deaf and Blind, Colorado Springs, August 1, 1974, succeeding Dr. Armin G. Turechek, who has retired.

**Florida:** Joseph Finnegan, a member of the staff at the Florida School, has been appointed principal in that school, effective August 1, 1974.

**Mississippi:** Dr. Robert S. Brown, superintendent of the Mississippi School for the Deaf, Jackson, for the past 30 years, is retiring effective July 31, 1974.

**Alberta:** Kelly Boesen is the new superintendent of the Alberta School for the Deaf, Edmonton, Alberta, Canada, assuming duties July 1, 1974. He was most recently on the staff of the American School for the Deaf, West Hartford, Conn.

## Church Directory

### Assemblies of God

When in Baltimore, welcome to . . .

#### DEAF ASSEMBLY OF GOD CHURCH

3302 Harford Road, Baltimore, Md. 21218  
Sun. 9:45-11:00 a.m.; 7:30 p.m.; Wed., 7:30 p.m.  
Rev. Robert I. Lentz, pastor. Phone 467-8041.  
Jesus said, "I am the way, the truth and the life."—John 14:6

When in the Pacific Paradise, visit . . .

#### HAWAII CHURCH FOR THE DEAF

3144 Kaunaaoa St., Honolulu, Hi. 96815  
Sunday School 9:30 a.m.; worship 10:30 a.m.  
Bible Study, second and fourth Wed.; Fellowship First Fri., 7:00 p.m.  
Rev. David Schiewer, Pastor  
732-0120 Voice or TTY

When in Portland, welcome to  
**FIRST ASSEMBLY OF GOD FOR THE DEAF**

1315 S.E. 20th Ave., Portland, Ore. 97214  
Sunday 9:45 and 11:00 a.m.  
Thursday 7:30  
Rev. Norman Stallings, pastor

#### CALVARY BAPTIST CHURCH Renton, Washington

Pastor, Dr. Sam A. Harvey; Interpreter, Mrs. Irene Stark (husband's first name is James). Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

## Baptist

Visit Baton Rouge in "French" Louisiana  
While there, attend the Deaf Ministry of  
First Baptist Church, 529 Convention Street,  
Baton Rouge, Louisiana

Services are 7:15 p.m., Wednesday; 11:00 a.m.  
and 7:00 p.m., Sundays in the Deaf Chapel.  
Sunday classes are at 9:30 a.m. and 5:45 p.m.  
Rev. Hoyett Larry Barnett, Pastor to the Deaf

When in St. Augustine, Florida, Welcome To  
**CAVALRY BAPTIST CHURCH**  
110 Masters Drive, St. Augustine, Fla.  
Interpreters for the deaf at the 11:00 a.m.  
worship service  
Rev. Carl Franklin, pastor

**THE FIRST BAPTIST CHURCH**  
217 Dill Ave., Frederick, Maryland  
Robert F. Woodward, pastor  
David M. Denton, interpreter  
9:45 a.m., Sunday school for deaf  
11:00 a.m., Morning worship service  
interpreted for the deaf  
A cordial welcome is extended.

**22ND STREET BAPTIST CHURCH**  
6620 E. 22nd Street, Tucson, Arizona 85710  
Phones 298-2850 and 886-6702  
Pastor: Charles E. Pollard  
Interpreters: Murray and Nancy Machen  
Bible study, 9:30 a.m.; worship services, 11:00  
a.m. and 7:00 p.m. All services interpreted  
for the deaf, including all music.  
Anyone traveling to or through Tucson will  
find a cordial welcome.

**FIRST BAPTIST CHURCH**  
14200 Golden West St., Westminster,  
Calif. 92683  
Sunday morning Bible study, 9:30; worship,  
11:00. Sunday night Christian life studies,  
6:00; worship service, 7:00.  
Recreation and social calendar on request.  
Pastor, Robert D. Lewis  
Church phone 714-894-3349

Worship and serve with us at  
**FIRST BAPTIST CHURCH**  
510 West Main Avenue  
Knoxville, Tennessee 37902  
Sunday: Sunday School 9:30 a.m.; Morning  
worship 11:00 a.m.; Training Union 6:00 p.m.  
Evening worship 7:00 p.m.  
A Full Church Program for the Deaf

**IMMANUEL BAPTIST CHURCH**  
16th and Hickory, Pine Bluff, Ark.  
"In the heart of Pine Bluff for the hearts  
of people!"

You are invited to worship with us at 9:45 in  
Sunday School and 10:55 in Worship. Join us  
for lunch on the second Sunday of each month  
—a special fellowship for the deaf. Evening  
worship, 7:00; Wednesday services, 7:00.

Mrs. Leroy Spillyards, Interpreter  
Anton C. Uth, Pastor

**PHILADELPHIA BAPTIST CHURCH  
& DEAF CENTER**  
823 W. Manchester Ave.,  
Los Angeles, Calif. 90044

Sunday Bible study, 9:30 a.m.; worship, 11:00  
a.m. Deaf and hearing worshipping together.  
Elder Sam Hooper, Melvin Sanders, teachers,  
Willa G. Boyd, interpreter; William T.  
Ward, pastor.

When near Louisville, Ky., welcome to  
**FOURTH AND OAK STREETS BAPTIST  
CHURCH FOR THE DEAF (SBC)**  
Sunday School, 9:45 a.m.; Worship service,  
10:55 a.m.; Sunday night service, 6:00 p.m.;  
Wednesday night service prayer meeting,  
7:15 p.m.

Rev. Joe L. Buckner, pastor and interpreter  
Miss Sue Henson, interpreter

When in Washington, D.C., worship at . . .  
**THE BAPTIST CHURCH OF THE DEAF**  
8th & H Streets, N.W., Washington, D.C. 20001  
Sunday School, 9:30 a.m. Worship, 10 a.m.  
Francis C. Higgins, leader, 937-2507.

When in the Nation's Capital . . .  
Visit the fast growing Deaf Department of  
**FIRST BAPTIST CHURCH OF RIVERDALE**  
Maryland's largest Sunday School, 3 blocks  
west of Baltimore-Washington Pkwy.  
**6200 Riverdale, Riverdale, Md.**

Sunday School 9:45 a.m.; Deaf Chapel Hour,  
11:00 a.m. All other services interpreted.  
Dr. R. Herbert Fitzpatrick, Pastor  
Rev. Lester H. Belt, Minister to the Deaf  
Church office phone 277-8850.

**WEALTHY STREET BAPTIST CHURCH  
FOR THE DEAF**  
**811 Wealthy Street, S.E., Grand Rapids, Mich.**  
Rev. Roger Kent Jackson, pastor  
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.  
Wed.: 7:00 p.m. Prayer & Bible Study  
Deaf Missionary Outreaches of our Church:  
Christian Captioned Films for the Deaf  
Christian Literature for the Deaf  
Christian Outreach for the Deaf

## Church of Christ

**WESTERN HEIGHTS CHURCH OF CHRIST**  
**1912 N. Winnetka**  
Dallas, Texas 75208  
Sunday—9:45 a.m.  
Ralph D. Churchill, 941-4660

**ROCKVILLE CHURCH OF CHRIST**  
**1450 W. Montgomery Ave., Rockville, Md. 20850**  
Sunday Class, 10:00 a.m.; Worship Services,  
11:00 a.m., 6:00 p.m.  
Minister: Don Browning  
Interpreter: Don Garner

In Los Angeles area, worship at . . .  
**MAYWOOD CHURCH OF CHRIST**  
5950 Heliotrope Circle  
Maywood, California 90270  
Sunday class 9:30 a.m., Worship service 10:30 a.m., 6 p.m. Wednesday Bible study 7 p.m.  
Bob Anderson, Minister (213) 583-5328  
Restoring Undenominational Christianity

When in Idaho, visit . . .  
**TWIN FALLS CHURCH OF CHRIST**  
2002 Filer Avenue East, Twin Falls, Idaho  
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.  
Preacher: David Foulke  
Interpreters: Jim and Sheila Palmer

## Episcopal

**ST. MARK'S EPISCOPAL CHURCH  
FOR THE DEAF**  
St. Stephens Road and Craft Highway,  
Toulminville, Mobile, Ala.  
Rev. Silas J. Hirte

When in Denver, welcome to  
**ALL SOULS MISSION FOR THE DEAF—  
ST. MARK'S EPISCOPAL**  
1160 Lincoln St., Denver, Colorado  
Tel. 534-8678  
Open every Sunday at 10 a.m.  
All Souls Guild meetings second Friday  
night, 7:30 p.m.  
All Souls Guild socials fourth Friday  
night, 7:30 p.m.  
Rev. Edward Gray

The oldest church for the deaf  
in the United States  
**ST. ANN'S CHURCH FOR THE DEAF**  
Episcopal

426 West End Ave., near 80th St.  
Services 11:30 a.m. every Sunday  
The Rev. Richard W. McIlveen  
Mail Address: 251 W. 80th St.  
New York, N. Y. 10024

## Lutheran

Welcome to . . .  
**PEACE LUTHERAN CHURCH FOR THE DEAF**  
4201 North College Avenue  
Indianapolis, Indiana 46205

Worship every Sunday at 10:30 a.m.  
Pastor Marlow J. Olson, the only full time  
pastor to the deaf in the State of Indiana

When in Minneapolis, welcome to . . .  
**BREAD OF LIFE LUTHERAN CHURCH  
FOR THE DEAF**  
2901 38th Avenue South,  
Minneapolis, Minnesota 55406  
Services 11:00 a.m. every Sunday  
(10:00 a.m. during June, July and August)  
The Rev. Lawrence T. Bunde, pastor

In the Nation's Capital visit . . .  
**CHRIST LUTHERAN CHURCH OF THE DEAF**  
5101 16th St., N.W., Washington, D.C. 20011  
Sunday Worship—11:00 a.m.  
Robert J. Muller, pastor  
TTY 864-2119

You are welcome to worship at . . .  
**HOLY CROSS LUTHERAN CHURCH  
FOR THE DEAF**  
101 N. Beaumont, St. Louis, Mo. 63103  
Just west of Rodeway Inn, Jefferson Ave.  
Worship every Sunday, 10:30 a.m.  
Rev. Martin A. Hewitt, pastor  
TTY (314) 725-8349

Welcome to . . .  
**PILGRIM LUTHERAN CHURCH  
OF THE DEAF**  
3801 Gillham Road, Kansas City, Mo. 64114  
Worship every Sunday, 11:00 a.m.  
A. E. Ferber, pastor, Phone 363-3596 or 561-9030

**PRINCE OF PEACE LUTHERAN CHURCH  
FOR THE DEAF**  
205 N. Otis, St. Paul, Minn.  
Services every Sunday at 11:00 a.m.  
Summer services every Sunday at 10:00 a.m.  
Rev. Richard Reinap, pastor  
Phone 644-9804 or 824-8968

**DEAF ZION LUTHERAN CHURCH**  
15000 N.W. 27th Ave., Miami, Florida 33054  
Phones (with TTY): Ch. 688-0312 or 651-6720  
or 621-8950  
Every Sunday:  
Bible Class 10:00 A.M.  
Worship Service 11:00 A.M.  
Ervin R. Oermann, pastor  
Paul G. Consoer, lay minister

Need help? Want to hear good news? Visit  
**ST. MARK LUTHERAN CHURCH  
OF THE DEAF**  
421 W. 145 St., N.Y., N.Y. 10031  
Sun. worship 2 p.m.—June-Aug. 1 p.m.  
Bible Class and Sunday School 3:30 p.m.  
Rev. Kenneth Schnepp, Jr., pastor  
Home Phone (914) 375-0599

Visiting New York "Fun" City?  
**ST. MATTHEW LUTHERAN CHURCH  
OF THE DEAF**  
41-01 75th St., Elmhurst (Queens), N.Y. 11373  
11:00 a.m. Sunday Worship (10:00 a.m.  
June-July-August)  
Rev. Daniel A. Hodgson, Pastor  
212-335-8141 or 516-248-2357 Voice or TTY  
1 block from IND-74th St./Roosevelt Ave.  
andIRT-74th St. Subways

In North New Jersey meet friends at  
**ST. MATTHEW'S LUTHERAN  
CHURCH FOR THE DEAF**  
510 Parker St. at Ballantine Pkwy.  
Newark, N.J. 07104  
(Bus #27 to B. Pkwy., 3 bl. West)  
Sundays, 10 a.m.; Thursdays, 8 p.m.  
Rev. C. Roland "G" Gerhold, pastor  
Need help? Phone (201) 485-2260

**ST. PAUL'S MISSION FOR THE DEAF  
OF GREATER HARTFORD**  
679 Farmington Ave., West Hartford, Conn.  
Services every Sunday at 7:30 p.m.; Fellowship Guild, 4th Thursday at 7:00 p.m.

**ST. GEORGE'S MISSION FOR THE DEAF**  
74 Federal St., New London, Conn.  
Services: 2nd, 3rd, and 4th Sundays at  
10:00 a.m.; Fellowship Guild, 1st  
Saturday at 7:30 p.m.

**ASCENSION MISSION FOR THE DEAF**  
1882 Post Rd., Darien, Conn.  
Services: 1st, 2nd, and 3rd Sunday at  
2:00 p.m.; Fellowship Guild, 4th  
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar  
Episcopal Missions for the Deaf of Conn.  
23 Thomson Rd., West Hartford, Ct. 06107  
TTY (and voice) (203) 561-1144

## United Methodist

**CAMERON UNITED METHODIST CHURCH  
OF THE DEAF**  
1413 Sycamore, Cincinnati, Ohio 45210  
Sunday Worship 11:00; Sunday Study 12:00  
Rev. Tom Williams, minister  
A place of worship and a place of service.  
All are welcome.

**CHICAGO UNITED METHODIST CHURCH  
OF THE DEAF**  
Services in Dixon Chapel  
77 West Washington St., Chicago, Ill. 60602  
John M. Tubergen, leader  
P. O. Box 683, Elmhurst, Ill. 60126

When in Metropolitan Washington, D.C.,  
worship at  
**WASHINGTON UNITED METHODIST CHURCH  
FOR THE DEAF**  
37th and Tilden Sts., Brentwood, Md.  
Sunday Services at 2:00 p.m.  
Captioned Movies every first Sunday  
at 3:15 p.m.  
Rev. LeRoy Schauer, pastor

## Other Denominations

**IMMANUEL CHURCH FOR THE DEAF**  
657 West 18th St., Los Angeles, Calif. 90015  
Sunday school, 9:45 a.m.; Sunday morning  
worship, 11:00 a.m.; Bible Study, Tuesday,  
7:30 p.m.

When in the Pacific paradise, visit  
**HAWAII CHURCH FOR THE DEAF**  
3144 Kaunaaoa Street, Honolulu, Hawaii 96815  
Sunday School 9:15 a.m.; Worship 10:30 a.m.  
Wed. Bible Study and Fri. Fellowship 7:00 p.m.  
Children's weekday religious education classes  
Rev. David Schiewek, pastor  
For information call 732-0120

When in Atlanta, Ga., welcome to  
**CRUSSELLE-FREEMAN CHURCH  
OF THE DEAF**  
(Non-Denominational)  
1304 Allene Avenue, S.W., Atlanta, Ga. 30310  
Sunday School 9:45 a.m.—Worship 11:00 a.m.  
and 7:00 p.m.  
Wednesday Bible study and prayer 7:00 p.m.  
Rev. Wilber C. Huckeba, pastor  
Free Captioned Movie, 7:00, third Friday

**DEAF MISSIONARY CHURCH**  
3520 John Street (Between Texas and  
Norvella Ave.) Norfolk, Va. 23513  
Pastor, John W. Stallings, Jr.  
Sunday School, 9:30 a.m.  
Worship Service, 10:30 a.m.  
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)  
THE DEAF HEAR (Nationwide)  
Bible Study and Prayer—Wednesday 7:30 p.m.

**CHRIST'S CHURCH OF THE DEAF**  
(Non-Denominational)  
Meets in First Christian Church building  
each Sunday.  
Scott and Mynster Streets  
Council Bluffs, Iowa  
Bible School, 9:30 a.m.; Worship, 10:30 a.m.  
Duane King, Minister  
Mailing address: R. R. 2, Council Bluffs,  
Iowa 51501

When in Allentown, Pa., welcome to  
**LEHIGH VALLEY CHURCH FOR THE DEAF**  
121 South 8th St., Allentown, Pa. 18101  
Services held every fourth Sunday of the  
month except July and August at 3:00 p.m.  
An Interdenominational Deaf Church  
Mrs. Grace A. Boyer, Director of Public  
Relations

**METROPOLITAN COMMUNITY CHURCH  
OF LOS ANGELES**  
373 South Western Avenue  
Services in sign language every Thursday  
night at 8:00

BUR-207-50N-A AUG74 GCM  
M&M DAVID O BURTON  
5008 PADUCAH RD  
COLLEGE PARK MD 20740

# CLUB DIRECTORY

In Atlanta, it's the  
GATEWAY TO THE SOUTH  
**ATLANTA CLUB OF THE DEAF, INC.**  
760 Edgewood Ave., N.E.  
Atlanta, Georgia 30307  
Open Every Friday and Saturday Night

**CHICAGO CLUB OF THE DEAF**  
Room 204-206  
538 South Wabash Ave., Chicago, Ill. 60605  
Open Friday and Saturday evenings

The Showplace of the Southwest . . .  
**DALLAS ASSOCIATION  
OF THE DEAF, INC.**  
4215 Maple Ave., Dallas, Texas 75219  
Open Wed., Fri., Sat. eves  
TTY 214-522-0380

When in Denver, stop by . . .  
**SILENT ATHLETIC CLUB OF DENVER**  
1545 Julian St., Denver, Colo. 80204  
Open Saturday evenings

**DETROIT ASSOC. OF THE DEAF, INC.**  
1240 Third Blvd., Detroit, Mich. 48226  
Come to visit our new club when you are  
in Detroit. Open Friday evening,  
Saturday and Sunday.

**EAST BAY CLUB OF THE DEAF, INC.**  
645 West Grand Ave., Oakland, Calif. 94612  
Open Fri. evenings and Sat. and Sun.  
afternoons and evenings  
Hubert J. Sellner, secretary

**GREATER INDIANAPOLIS DEAF CLUB**  
210 E. Ohio St. Indianapolis, Ind. 46204  
Open Wednesday, Friday and Saturday  
evenings  
Eugene Schick, president

In Hawaii, it's Aloha (welcome) from . . .  
**HAWAII CLUB FOR THE DEAF**  
American Legion Auxiliary Hall  
612 McCully Street, Honolulu, Hawaii 96814  
2nd Saturday of each month, 7:30 p.m.  
Address all mail to:  
Mrs. Norma L. Williams, secretary  
727 Palani Avenue, Apt. #6  
Honolulu, Hawaii 96816

**HAWAIIAN PARADISE CLUB  
FOR THE DEAF**  
**HAWAIIAN ATHLETIC CLUB  
FOR THE DEAF**  
c/o St. Peter's Episcopal Church  
1317 Queen Emma St.  
Honolulu, Hawaii 96813  
3rd and 4th Saturday of each month  
Linda Lambrecht, secretary

When in Houston, you are welcome  
to the  
**HOUSTON ASSOCIATION OF THE  
DEAF, INC.**  
606 Boundary St. Houston, Texas 77009  
Open Friday and Saturday evenings

When in New Hampshire, come to the . . .  
**MANCHESTER DEAF CLUB, INC.**  
126 Lowell St., Manchester, N.H.  
Open every second and fourth Saturday of  
each month with free Captioned Movies

**METROPOLITAN WASHINGTON  
ASSOCIATION OF THE DEAF**  
3210-A Rhode Island  
Mt. Rainier, Md. 20822  
Open Friday, Saturday and  
Sunday evenings.  
When in the Nation's Capital,  
come and see us.

**PHOENIX ASSOCIATION OF THE DEAF**  
3100 East Roosevelt, Phoenix, Ariz.  
2nd and 4th Saturday of each month  
Address all mail to:  
Fern D. Leon  
4033 E. Edgemont Ave.  
Phoenix, Ariz. 85008

**PUGET SOUND ASSOCIATION  
OF THE DEAF**  
(Seattle in 1974—NAD)  
The Greatest and Oldest Club of the Deaf  
in the Pacific Northwest.  
Everyone Heartily Welcome.  
Open Saturdays.  
8501 Wallingford Ave., North  
Seattle, Washington 98013  
TTY Phone 206-525-3679

**SAN FRANCISCO CLUB FOR THE  
DEAF, INC.**  
530 Valencia Street  
San Francisco, California 94110  
Open Friday and Saturday nights.  
Sometimes Sunday.  
Business meeting on 2nd Friday of month.

**ST. PETERSBURG ASSOCIATION  
OF THE DEAF**  
4255 56th Ave. North, St. Petersburg, Fla.  
Socials every 1st and 3rd Saturday evenings  
Free captioned movies every 4th Saturday  
Leon A. Carter, secretary  
620 Hillcrest MH Park, Clearwater, Fla. 33515

**THE CHARLES THOMPSON  
MEMORIAL HALL**  
1824 Marshall Ave., St. Paul, Minn. 55104  
The nation's finest social club for the deaf  
Established 1916

When in York, Pa., welcome to  
**THE YORK ASSOCIATION OF  
THE DEAF, INC.**  
208 N. George St. York, Pa. 17401  
Open Wed., Fri., Sat. evenings  
Socials on 2nd and 4th Saturdays  
of month.  
Business meeting on 2nd Friday of month  
Henry P. Senft, Sr., secretary

**UNION LEAGUE OF THE DEAF, INC.**  
2109-15 Broadway  
New York, N.Y. 10023  
Open noon to midnight  
Thurs., Fri., Sat., Sun., holidays  
Walter M. Schulman, president  
Anthony F. Sansone, vice president  
Aaron Hurwit, secretary  
Edward M. Kronick, treasurer

## Deaf Masons

Elmer F. Long, Grand Master  
1617 Ruhland Avenue  
Manhattan Beach, Calif. 90267  
TTY 213-379-5973

Ray F. Stallo, Grand Secretary  
22816 Miriam Way  
Colton, Calif. 92324 TTY 714-783-1597

**LOS ANGELES LODGE NO. 1**  
Stated Communication 2nd Saturday  
of the month  
Charles A. Campbell, secretary  
14825 Nordhoff Street  
Panorama City, Calif. 91402

**GOLDEN GATE LODGE NO. 2**  
(San Francisco Area)  
Stated Communication 3rd Friday  
of the month.

Alvin R. Brother, Secretary  
1845 El Camino Real  
Palo Alto, Calif. 94306

**WICHITA LODGE NO. 3**  
Stated Communication 1st Saturday  
of the month.  
Wyatt W. Weaver, Secretary  
1106 Dallas, Wichita, Kans. 67217

**FORT DEARBORN LODGE NO. 4**  
(Chicago Area)  
Stated Communication 2nd Saturday  
of the month.  
James E. Cartier, Secretary  
180 Boulder Hill Pass, Aurora, Ill. 60583

**T. H. GALLAUDET LODGE NO. 5**  
(Washington, D.C. Area)  
Stated Communication 3rd Wednesday  
of the month.  
J. Raymond Baker, Secretary  
5732 North Kings Highway  
Alexandria, Va. 22303

## National Congress of Jewish Deaf

Alexander Fleischman, President  
9102 Edmonston Court, Greenbelt, Md. 20770

Kenneth Rothschild, Secy.-Treas.  
25 Wagon Wheel Rd., R.D. #1  
Poughkeepsie, N.Y. 12601

\* \* \*

**BALTIMORE J.S.D.**  
Miss Stephanie Julius  
3115 Shelburne Road  
Baltimore, Maryland 21208

**BOSTON H.A.D.**  
Mrs. Eva Rosenstein, Secy.,  
154 Salisbury Road  
Brookline, Massachusetts 12146

**BROOKLYN H.S.D.**  
Mrs. Susan B. Greenberg, Secy.  
1064 E. 92nd St., Brooklyn, N.Y. 11236

**CONGREGATION BENE SHALOM** of the  
Hebrew Association of the Deaf of Chicago  
Leonard B. Warshawsky, Secy.,  
5036 Conrad Street, Skokie, Illinois 60076

**CLEVELAND H.A.D.**  
Mrs. Hermina Turkin, Secy.,  
1474 Genesse Road,  
South Euclid, Ohio 44121

**GALLAUDET COLLEGE HILLEL CLUB**  
Bob Weinstein, Pres.  
Hillel Club, Gallaudet College  
Washington, D.C. 20002

**LOS ANGELES H.A.D.**  
Mrs. Elaine Fromberg, Secy.,  
1029 N. Hayworth Ave., Los Angeles, Calif.  
90046

**NEW YORK H.A.D.**  
Sam Becker, Secy.  
c/o New York Society of the Deaf  
344 East 14 St. N.Y.C. 10003

**PHILADELPHIA H.A.D.**  
Ben Pollack, Secy.,  
9801 Haldeman Avenue—Apt. D204  
Philadelphia, Pennsylvania 19115

**TEMPLE BETH OR OF THE DEAF (N.Y.)**  
c/o Mrs. Alice Soll,  
195 Princeton Drive, River Edge, N.J. 07661

**TEMPLE BETH SOLOMON OF THE DEAF,**  
Mrs. Adele Podolsky, Secy.,  
16035 Tupper St., Sepulveda, Calif. 91343